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ABSTRACT

Designed to acquaint educators and administrators with the Ford Foundation's Urban Community College Transfer Opportunities Program (UCCTOP), this booklet examines the rationale for and activities and outcomes of the program. First, introductory comments indicate that UCCTOP was designed to help urban community colleges with high minority enrollments strengthen their academic and support programs so that students would be better prepared to move on to four-year institutions. Next, an essay entitled "Remembering a Tranfer Student," by Alison Bernstein, Ford Foundation Program Officer, discusses the reasons for the program's development, and a second essay, "Removing Transfer Hurdles," by Richard A. Donovan, discusses the issues and problems related to transfer from two- to four-year colleges. The final section consists of descriptions of UCCTOP-funded programs at 24 geographically diverse community colleges, featuring summaries of background information, orientation procedures, counseling, articulation with high schools and/or four-year institutions, student follow-up, curriculum development, identification of transfer students, faculty development, recruitment, honors programs, transfer information, and assessment. (EJV)

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Urban Community College

Transfer Opportunities Program

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NEW INITIATIVES FOR TRANSFER STUDENTS

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Urban Community College

Transfer Opportunities
Program

NEW INITIATIVES FOR TRANSFER STUDENTS

Edited by

Networks

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TABLE OF CONTENTS

	Page
Introduction	
Barbara Schaier-Peleg	1
Remembering a Transfer Student	
Alison Bernstein	3
Removing Transfer Hurdles	
Richard A. Donovan	6
The Urban Community College Transfer Opportunities Program	
Bronx Community College	11
Community College of Baltimore	13
Community College of Philadelphia	16
Compton Community College	19
Cuyahoga Community College	22
Highland Park Community College	24
Honolulu Community College	26
Hostos Community College	28
Houston Community College	30
J. Sargeant Reynolds Community College	32
Jefferson Community College	34
LaGuardia Community College	37
Laney College	39
Lawson State Community College	41
Los Angeles City College	43
Los Angeles Harbor College	45
Los Angeles Mission College	47
Miami-Dade Community College	51
Roxbury Community College	52
Sacramento City College	54
San Diego City College	56
South Mountain Community College	58
State Community College	61
West Los Angeles College	63
Index	65

INTRODUCTION

In September, 1983, the Ford Foundation made a substantial commitment to urban community colleges when it initiated the Urban Community College Transfer Opportunities Program (UCCTOP). UCCTOP is a program designed to help community colleges strengthen their academic and support programs so that students will be better prepared to move on to four-year institutions. Seventy-one colleges in 48 cities, chosen on the basis of geographic region, demographic make-up, and campus environment, were invited to design programs that would enhance their students' chances of transferring to four-year institutions. Twenty-four of these institutions were selected to receive awards of $25,000 by an eight member advisory panel of educators: David Breneman, President, Kalamazoo College; K. Patricia Cross, Senior Lecturer, Harvard Graduate School of Education; Kenneth Haskins, Professor, Harvard Graduate School of Education; Dorothy Knoell, Administrator, California Postsecondary Education Commission; Tomas Rivera, Chancellor, University of California, Riverside; Connie Sutton, Vice President for Professional Services, American Association of Community and Junior Colleges; and Steven Zwerling, Associate Dean, School of Continuing Education, New York University.

In addition, the Ford Foundation funded The Academy for Educational Development to evaluate each of the twenty-four institutions to determine how successfully each of the programs was implementing its proposed ideas. The Center for the study of Community Colleges also received funds to study the twenty-four campuses in greater detail regarding the variables that affect the transfer function. A third organization, Networks, was funded to encourage the dissemination of information both within the group of funded colleges and to the higher education community. To this end Networks convened two meetings of project directors and staff—the first in California, February 3-5, 1984 and the second in Washington, D.C., March 31, 1984.

This book represents an effort to acquaint educators and administrators with UCCTOP. The first essay "Remembering a Transfer Student" was written by Alison Bernstein, the Program Officer at the Ford Foundation working directly with the project, and offers her personal insights as to why this program was developed. In the second essay, Richard Donovan, Director of Networks, discusses the issues raised at the two project directors' meetings. The third and final section consists of descriptions of UCCTOP funded programs.

All of us participating in this project have been excited by the enthusiasm engendered by UCCTOP. Since there is a shared sense that we are embarking on a new important endeavor, the project is thriving in an atmosphere of cooperation among the 24 colleges and their local high schools and receiver four-year colleges. The twenty-four institutions have cooperated wholeheartedly with Networks to make the following information about their programs

available to you. I wish to thank them for their help. I also want to thank Ann Marie Kanganis of the Networks staff for cheerfully retyping and retyping and retyping. We are above all grateful to the Ford Foundation for its support, because we believe it will make a difference.

Barbara Schaier-Peleg
Editor
June, 1984

REMEMBERING A TRANSFER STUDENT

Alison Bernstein, Ford Foundation

A little over a decade ago, when I was a young history instructor at Staten Island Community College, a two-year institution which was part of the City University of New York, I had a student who commuted each day from her home in the Bedford-Stuyvesant neighborhood in Brooklyn. In sheer distance, it wasn't such a bad trip, maybe twelve miles. But because she took public transportation (at least two buses, a couple of transfers, and she crossed the Verrazzano Bridge), it often took her an hour and a half to get to class. There were colleges closer to home—one large public institution, but she didn't have the high school grades to enter; a few private schools, but the tuition was prohibitive. Finally, because she was 26 and a returning adult, she wasn't quite sure whether she could make the adjustment to a rigorous academic environment. For these, and other reasons, this talented Black woman chose, or rather, landed at Staten Island Community College as part of a special program entitled "College Discovery". And discovery it was.

Although I pride myself on being a good teacher, I'm certain this student did not select my film history class because of my teaching talent. Instead, she probably took it because the class fit her schedule. It came at the right time in the evening, making her long, exhausting trip more convenient. Whatever the reason, there we were together. She quickly emerged as the star of the class. An outstanding amateur photographer, she already was visually literate; that is, she understood the importance of composition and montage, phrases she didn't know at first, but eventually came to "own" as part of her vocabulary. She scarcely had to work for the "A" she received. Shortly thereafter, she graduated from Staten Island Community College.

With strong letters of recommendation, several "A's" (not just from me), and a little luck, she was accepted and eventually completed her bachelor's degree at a prestigious women's college. She went on to finish a Ph.D. and is now teaching Afro-American history at another small, elite college outside Boston. We still see each other at professional conferences and talk about our work, now as professional colleagues.

When I recount this anecdote to other community college faculty, I am struck by their nonchalance. Every current or former community college faculty member has a similar story to tell about a similar type student. It seems that wherever I go, I meet someone who remembers a student who went on to achieve significant academic success after starting out at an open door community college. It seems, however, that we easily remember our successes. Our failures are harder to recall. In truth, none of us did much to make even the success stories possible. The persistence and intellect of our students made the difference. Thankfully, we managed to get out of the way. Unfortunately, that is not the case for countless community college students.

Moving from microcosm to macrocosm, the fact that there are such few successes is symptomatic of a broad problem in community college education.

Current national studies suggest that only about one in seven students in community colleges who aspire to complete a baccalaureate degree do so. While community colleges now enroll 55 percent of all freshmen and sophomores, few students who attend these colleges transfer and finish a four-year degree. In fact, only 10 percent of all students enrolled in two-year public community colleges ever complete their associate degrees.

Enhancing transfer opportunities for community college students takes on even greater importance once one gets behind these gross statistics to discover that this sector remains the crucial point of access for millions of low-income and minority students wishing to pursue higher education. More than half of Blacks attending college are in two-year institutions. In California, 90 percent of all full and part-time Chicano students in higher education attend community colleges. While nationally only 27 percent of Whites who attend college on a full-time basis enroll in community colleges, these institutions enroll 37 percent of Blacks and 45 percent of Hispanic full-time students. In other words, community colleges serve greater proportions of minority students than any other single sector. These colleges have also become the main entry points to higher education for the new immigrants: Puerto Ricans in the Middle Atlantic states, Cubans in Florida, Chicanos in the Southwest, and Asians in California. In addition to minorities, community colleges enroll millions of working men and women for whom this is the only opportunity for a college-level education. Thus, millions of students begin their journey through American higher education at the community college.

Unfortunately, academic programs which prepare students to transfer have received little attention and less support than other community college curricula. There are many explanations for this including the fact that community colleges are eagerly pursuing links to business and industry to provide short-term job related training for growing numbers of students and, as a result, are ignoring their students' academic preparation. But unless this training is balanced by a good general education, many community college students will be short-changed. As David Breneman, formerly of the Brookings Institute, put it in a recently published study of community colleges (1981), "even after controlling for a wide range of background characteristics, including educational aspirations, enrolling in a community college was a significant—and negative—factor in determining bachelor's degree completion."

Breneman was not the only researcher who raised questions about the effectiveness of community colleges in helping students to pursue BA degrees. His study, *Financing Community Colleges,* which was partially funded by the Ford Foundation, reinforced the more general conclusions of a national commission of scholars and educators who, in 1982, produced a Ford Foundation-sponsored report on "Minorities in Higher Education." The commission, chaired by Alexander Astin, concluded that the pipeline of minority students in higher education runs full at the two-year level, and then "leaks" significantly before these students ever reach a four-year campus. Breneman's and Astin's analyses, coupled with our growing awareness that community colleges were

enrolling more than half of all freshmen and sophomores, led the Foundation to develop a new program initiative for the community college sector.

In the past, Ford had provided indirect support for community colleges, but in a very narrowly focussed way. Our only significant effort at the community college level was an Upper Division Scholarship program which, from 1972-1978, awarded individual scholarships to community college graduates to pursue a four-year degree. This early program did not attempt to address the general quality of academic programs in community colleges, nor did it look at institutional factors affecting the transfer of students from two to four-year colleges.

During the summer of 1983, the Foundation launched the Urban Community College Transfer Opportunity Program, a major component of a broader community college initiative. In addition to the twenty-four projects described in the pages that follow, the Foundation is also supporting a set of policy studies analyzing transfer and articulation between higher education systems, advocacy efforts on behalf of minorities and low-income community college students, and multi-campus efforts to mainstream the new research on minorities and women into the community college curriculum.

These lines of work represent a commitment of approximately five million dollars over the next few years. More important, however, than the aggregate dollars, they represent a significant human investment, not only on the part of Foundation staff, but also by the individuals—faculty, counselors, administrators, policy analysts, and the community college students themselves who are working on these various projects. Their efforts may mean that we will become so successful at helping community college students to pursue baccalaureate degrees that we won't endlessly tell the story of our *single* successful transfer student—there will be just too many people to remember!

REMOVING TRANSFER HURDLES

Richard A. Donovan, Networks

I had never fully experienced the dilemma of the transfer student until Trevor Khemraj described his problems registering for my Shakespeare course. Trevor had been an excellent student in my Freshman English class, a writer of supple, elegant prose with a wonderful sense of detail. Soon Trevor would transfer to Baruch College of the City University of New York to pursue his baccalaureate in accounting, but for now he wished to study *Hamlet* and *The Tempest* and concurrently satisfy his humanities requirement. However, according to the Baruch catalogue, the college would accept only an introductory fiction course, not Shakespeare.

Since Trevor seemed very frustrated and since Shakespeare enrollment is always problematic, I decided to investigate Baruch's mysterious transfer policy. After a few phone calls, I discovered that while no one at either college seemed to know why introductory fiction was acceptable and Shakespeare was not, the restriction did apply and could only be waived by the appropriate Baruch chairperson. Such a waiver presupposes that Trevor would be able to physically locate the chairperson at a crucial moment and, indeed, that this person would still be chairperson by the time Trevor arrived. Unlike many of his fellow students, Trevor correctly assessed the potential transfer problems and, not surprisingly, he is currently studying *Heart of Darkness* instead of *Othello*.

Unhappily, Trevor's dilemma is representative of the confusion of thousands of capable transfer students across the country. It was my hope that when we convened the 24 colleges participating in the Ford project, institutional strategies that anticipated likely transfer problems would begin to emerge and be addressed.

Los Angeles

The first meeting, a two-day gathering in Los Angeles in February, 1984, drew upon the impressive expertise of the participating colleges. We decided to introduce the colleges to a case study of the transfer problems within one state and then address the issues emerging from that study in small discussion groups.

We began by having four panelists discuss the giant, carefully tiered California system, and how the system inhibited transfer for minority students. Since the California system had been recently petitioned by the Mexican American Legal Defense and Education Fund because of the disproportionately small numbers of minority students who transferred from community colleges to either the University of California or California State University system, the panel promised to address issues of equity which underlined the Ford grant. While the panelists disagreed about the relative "health" of the California transfer system, they all agreed that additional steps were necessary—in some cases underway—to unclog the pipeline between two and four-year colleges.

In particular, they noted the need for improvement in the mechanics of transfer (uniform course numbering, a mandatory transfer agreement between the community colleges and four-year schools, and the systematic evaluation of student transcripts prior to transfer), the need for more informed and vigorous counseling, and enriched curricula and special courses to better prepare two-year students for upper-level classes. Most importantly, perhaps, they agreed that overall communication between two and four-year colleges had to improve dramatically if the California transfer system was to realize its enormous potential.

These themes reappeared later during the next day's problem-solving sessions. The 45 participants divided into small groups which addressed six questions:

1. How do we more effectively provide students with transfer information?
2. What special courses most benefit transfer students?
3. In what ways can basic skills programs be strengthened to better prepare students for four-year colleges?
4. How can we refine our transfer system between two and four-year colleges within disciplines?
5. How can we design a testing program that satisfies the needs of both two and four-year colleges?
6. How can community colleges improve their transfer counseling programs?

Participants tended to agree that in most states the transfer process, while improving, was still in disarray, and most agreed with the first night speakers from California who acknowledged that minority students bore the brunt of erratic, sometimes non-existent two and four-year partnerships. While states like Florida had imposed state-wide programs that encouraged collaboration, participants felt that collaboration should not be dictated by an overseeing agency, but should grow organically from within the system. Participants insisted that two and four-year faculty must meet both to specify the basic skills levels that students need when they transfer to a four-year college and to coordinate curricula. Some people noted that subsequent to the publicity attending the Ford award such meetings between two and four-year counselors and teaching faculty had been easier to schedule because of top-level administrative support.

The Project Directors also stressed the importance of demystifying the transfer process for students. Students need more information about course equivalencies, degree requirements, and support services. And, realistically, since most four-year colleges tend to concentrate on freshmen and underclassmen during orientation, much of the transfer information must be provided to students while they are still at the two-year college. To this end, South Mountain Community College has already begun offering transfer workshops jointly planned and administered by South Mountain and its

principal receiver institution, Arizona State University. Other colleges, realizing that some students seem locked into vocational curricula when they enter a community college have integrated advisement programs in feeder high schools (J. Sargeant Reynolds Community College) or, like Cuyahoga Community College have begun to establish "curricular ladders" which enable high school students to take preliminary, carefully sequenced courses in business administration and nursing which eventually lead to associate and baccalaureate degrees.

The speaker at the Los Angeles plenary session, Dick Richardson of Arizona State University, applauded the new initiatives and stressed the importance of establishing institutional priorities. He asserted that few significant changes in the transfer process were possible as long as community colleges confused student "access" with the "opportunity" to complete courses that influence student careers:

> Perhaps it is time to recognize, that there is an environment of scarce resources. The only way we can provide opportunity with excellence is to establish priorities less dependent upon success measured by the numbers who participate, and more related to success measured by the numbers whose lives are affected in a measurable way by their contact with us. Affecting the life chances of urban students will require reversing some of the decisions of the past quarter century to give greater emphasis to the baccalaureate function.

Given the program initiatives that were shared in Los Angeles and Richardson's admonition to use limited resources efficiently, the Project Directors left California excited by new ideas but realistic about the need to make careful choices.

Washington, D.C.

Two months later in Washington we tried to build upon the Los Angeles meeting with a one-day conference. In Washington we first examined how a two-year transfer program might interface with a substantial institutional grant and then learned about the transfer journeys of graduates from one of the consortium colleges.

Roxbury Community College in Boston described how it had linked its Ford grant to a major award from a local foundation. Roxbury seemed particularly adept at modularizing the components of its transfer program, thereby allowing the two grants to support different activities. We were especially interested in how the modest Ford grant meshed with a much larger one, since Roxbury's experience in the fall of 1983 might well help institutions anticipating expansion of their Ford program in 1984-1985.

In the afternoon we listened to three graduates from the Community College of Baltimore (CCB) discuss their experiences as transfer students. Nanci, who had recently transferred to Morgan State University; Robert, a graduate of the University of Baltimore; and Gloria, a recent graduate of Goucher College. Although the students were hardly typical (they all had been excellent students

at CCB and had done or were doing well at four-year colleges), there were similarities. Each praised CCB's institutional and counseling programs and particularly endorsed the college's familial environment. Nevertheless, each also had experienced difficulties in transferring to a four-year college. Nanci felt the lack of a solid orientation program for transfer students, whereas Gloria, when she first transferred felt unsure of her writing skills. When asked by Alison Bernstein, the Ford Foundation Program Officer, how each student might allocate additional monies if such became available to CCB, Nanci and William urged that additional transfer counselors be hired, while Gloria suggested that the core curriculum might be revised in order to emphasize effective writing.

Steve Eskow, a former community college president, challenged some of the basic assumptions expressed during the Washington meeting. He endorsed the value of a supportive, nurturing environment for students but wondered if additional counselors were necessarily the best way to promote such supportiveness. Eskow also asked if two-year colleges in their eagerness to establish responsive transfer programs, might not be neglecting students who would be unlikely to transfer because of personal reasons—the single parent, for example, who had organized her life to accommodate child care services, but who might be unwilling to initiate the process again at a second institution. Why can't two-year colleges offer selected four-year degrees, asked Eskow? Aren't there questions that have to be asked about how colleges serve people, or aren't we merely tinkering with a system that is inappropriate for our changing student body.

The Los Angeles and Washington meetings enabled the institutions to discuss common problems, test new initiatives upon one another, and, through the exchanges, become more confident and adept as they improve the transfer journeys for capable minority students.

THE URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

The following summaries of the twenty-four funded programs represent the diversity of approaches developed by the participating colleges to improve transfer opportunities for community college students. The institutions differ; some are large, multi-campus colleges, while others serve fewer students in store-front campuses. Some already have comprehensive articulation agreements with city or state four-year institutions. Others are just beginning to negotiate such agreements. The student populations also differ. Colleges such as Roxbury and Hostos serve large numbers of English as a Second Language students. The students at many of the other colleges are predominantly Black. In some cases the students are returning adults, while at other institutions most of the students have recently completed high school. Many schools serve large female populations. In each case the college has developed a program that responds to the unique needs of its students and to the constraints and resources of its own institution.

The programs are also evolving. Since late summer, 1983, when the proposals were written, most of the colleges have made substantial changes. As the programs were implemented, the needs of students have become more focussed and institutional constraints more of a reality. Additionally, many of the 24 colleges are broadening their programs as they learn from their fellow UCCTOP institutions about new and different approaches that enhance successful student transfer.

The participating institutions agree that a successful transfer program should be comprehensive. Most of the UCCTOP programs include initiatives in the following areas: articulation with high schools and four-year institutions, curriculum development, honors programs, orientation,counseling, improved transfer information, faculty mentors, faculty development, and peer support programs. The emphasis differs, however, from campus to campus. Whereas the Community College of Philadelphia has identified the need to develop a new integrated curriculum and to train faculty to work as a team in delivering the curriculum, South Mountain Community College has chosen to place most of its resources on providing students with more individualized and responsive support. Their faculty mentor program is designed to help potential transfer students academically and personally. Even where colleges are negotiating articulation agreements with four-year institutions, the type of receiver college that is targeted may differ. For instance, LaGuardia is in the process of developing a comprehensive agreement with Vassar College, a highly selective residential institution, while Compton and Jefferson Community Colleges are working with historically Black colleges because of their success with retaining minority students.

The following summaries provide background information about the college and a brief description of each program component. These descriptions are preceded by the name of the Project Director and the phone number. Please contact the program directly for further information.

BRONX COMMUNITY COLLEGE

Bronx, New York
Project Director: Carl J. Polowczyk
Telephone: (212) 220-6185

BACKGROUND INFORMATION

Bronx Community College (BCC), a unit of the City University of New York, was established in 1957. The college enrollment is approximately 7,500 headcount. The student body is 95% minority with almost an equal representation of Blacks and Hispanics.

Data from the 1983 BCC graduating class indicate that 74.5% of students intend to transfer to a four-year college. Since approximately 50% of the class graduated from programs that are not designed as transfer programs, this indicates that many BCC students change their plans during their educational experience at the college.

The major problem for the potential transfer student seems to be the slow rate of progress through the college's education program. The median number of semesters for the BCC graduating class was 8.4. In taking this long to progress the student often exhausts all financial aid and is, therefore, forced to work longer hours to pay for his/her education. Forty-eight percent of BCC students are employed while they are enrolled at the college. Doubling the percentage of students who graduate in six semesters will increase the successful transfer of students to four-year colleges.

ORIENTATION

BCC requires that all freshmen take the course, *Orientation and Career Development* (OCD). While this course carries no college credit, students do receive an academic grade. The OCD course helps students in setting career goals, time management, analysis of classroom behavior, assessment of instructors' demands, and utilization of the library and of other college resources. The student handbook is used in the OCD course. BCC is now expanding the handbook to include a section that explains transfer opportunities and in addition details the college services that are available to aid students in realizing transfer. An electronic version of the handbook is also being produced to help students better understand the information presented. Additionally, students learn about the System of Interactive Guidance and Information (SIGI), a comprehensive interest and skills inventory in the OCD course. SIGI is available to students in the college's Career Library.

COUNSELING

As students approach transfer they are required to see the college's full-time transfer officer. The transfer officer contacts students at the 45 or greater credit level to determine whether the student is planning to transfer, and, if so, the transfer office starts the transfer mechanism. A student who desires to

transfer before he/she is contacted is directed to the transfer officer prior to the release of his/her transcript. The transfer officer supplies the student with a signed form that permits the registrar to release transcripts and other transfer documents. The transfer officer advises the student, begins a transfer file, alerts the student to a liaison person at the transfer target, and informs the students of other BCC transfer students for peer network purposes.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

The transfer officer is establishing a liaison with the admissions officers and department spokespersons at four primary CUNY target schools: Baruch, Hunter, Lehman, and City College, and with a private school, New York University. The transfer officer is identifying problems as a result of discussions with individual departments and is helping students with credit transfer problems as they emerge.

STUDENT FOLLOW-UP

The transfer officer is also developing methods for tracking students who have transferred. Transfer students are being surveyed to determine the schools to which they transfer, if the transfer is with or without a degree, the number of credits earned at the time of transfer, GPA, the student's curriculum at BCC, and the prospective curriculum at the four-year college. The four-year institutions have agreed to try and provide follow-up information about these students. Additional data will be available to the college from the University's Office of Admissions Services.

CURRICULUM DEVELOPMENT

Approximately 100 students who require only one remedial course (either in reading or writing) are block programmed so they study the remedial course, OCD, and a content course specifically developed to reinforce basic skills. The content course is taught by discipline faculty who have received training in the Integrated Skills Reinforcement (ISR) program. These block programmed students will also use the electronic version of the student handbook and SIGI. The college is training two additional faculty in the Integrated Skills Reinforcement method and is also inviting consultants to assist the English department in developing a more cohesive curriculum for the writing program and for the use of computers in writing instruction.

Additionally the college is preparing a computer operated interactive video-tape that will guide students through Piagetian structured activities to increase critical thinking skills. Students in science, engineering science, computer science, and data processing curricula will be utilizing the videotape during a summer preadmission program.

COMMUNITY COLLEGE OF BALTIMORE

Baltimore, Maryland
Project Director: James M. Brazil
Telephone: (301) 396-0065

BACKGROUND INFORMATION

The Community College of Baltimore (CCB) serves a large population that traditionally has not had access to postsecondary education; it is the only community college in the city. The 1983-84 enrollment for CCB is projected at 11,000 headcount and 6,784 FTE. In addition to changes in student population over the past decade, there have also been several significant academic changes, due in part to the nature and needs of this changing student population. One of these is the increase in developmental and remedial education at the college. The great majority of CCB students are graduates or have at one time been students in the Baltimore city public school system, a system which for the past fifteen years has been overcrowded, poorly equipped, and understaffed. Reading and math placement scores over the last six years reflect a steady decline in the academic achievement and preparation of entering freshmen. Consequently, many CCB students need extensive remedial and developmental education.

There has also been a significant decline in the number of students who enroll in tranfer programs. This change has been the result of several factors. One of the greatest problems is that there have been no formal, structured, and comprehensive articulation links between CCB and area four-year colleges. Scattered program articulation agreements have been developed with various colleges, but they often become outdated for lack of review and revisions. Even when community college students are "guaranteed" junior status after completing an A.A. degree, they often find that it takes three years to complete a B.A. major because so many "major" courses still need to be completed. Students generally do not identify either a career choice or transfer intention early enough for efficient advisement. The CCB student who transfers to a four-year institution often feels isolated at the new institution. Frequently, there are no special programs or orientation sessions for transfer students at the receiver colleges.

In 1973, CCB offered 30 career and 14 transfer programs; today the college offers 41 career and only 7 transfer programs. Twenty years ago, 70% of the student enrollment was in transfer programs, while in fall 1982, 47% of the credit students at the college declared themselves to be in transfer programs. In 1973, 43% of degrees conferred were transfer and, in 1983, 36% were transfer degrees. Furthermore, studies of community college students in Maryland reveal that while transfer is the most frequent goal for Whites (34%), only 22% of Blacks seek transfer to a four-year institution as their educational goal. Among students who attended community colleges in Maryland to prepare for transfer, 53% Blacks and 71% Whites actually transferred—

a statistically significant difference. Black students are clearly less likely than White students to transfer.

ARTICULATION WITH HIGH SCHOOLS

Conferences with each of five city high schools are being conducted to explore avenues to ease the transfer of high school students to college. First, an overview workshop was conducted with high schools and CCB academic administrators and counseling staff. Then, follow-up meetings were conducted at the high school level, which included department heads, guidance personnel and administrators. The group was broken down into two components: academic and support teams. Academic counterparts discussed the Arts and Sciences curriculum, and the support team identified a target population, scheduled follow-up career awareness activities, and established dates for college visitation and parent orientation. The first meeting with each of the four-year colleges included the chief academic officer and other administrative staff. Plans for the follow-up meetings involving faculty and support staff were developed at this meeting. The second meeting included the academic vice-presidents, deans, department chairs, and support teams from both CCB and the four-year colleges.

The group was subdivided into three sub-groups. The executive component handled transfer/articulation policies, while the academic component discussed and made recommendations on the Arts and Sciences curriculum, and the support team identified the target population, made recommendations about admissions, financial aid, scholarships, career and transfer advisement, and planned activities including visits to the four-year college campuses.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

The college is developing formal articulation agreements with four institutions: Towson State University, Morgan State University, The University of Baltimore, and Coppin State College. A series of admissions workshops at CCB with the four receiver colleges was conducted, each focusing on instant admissions, transcript evaluation, financial aid/scholarships, and Arts and Sciences career awareness. Visits to the four reveiver institutions and participation in their cultural/athletic activities have been planned for CCB students interested in Arts and Sciences.

IDENTIFICATION OF TRANSFER STUDENTS

A process for identifying likely transfer students is being developed. Generally, transfer students are identified at CCB by the Hegis code of their chosen curriculum. The Hegis code is a higher educational taxonomy for educational programs. A student's occupational interests can be noted by using the code. Potential Arts and Sciences students are being identified by their successful completion of upper-level math, science, social science, or humanities courses. The records of current students are being reviewed, and freshmen who are likely transfers are being flagged for early identification.

CURRICULUM DEVELOPMENT

Students enrolled in the Arts and Sciences program at the college are mandated to take a total of 62 credits, of which only six are required: Writing and Fundamentals of Speech Communication. All of the other credits are elective. Basically the Arts and Sciences program at CCB suffers from a lack of presence.

It exists in the college catalog, but does not exist in the everyday college program. There are no faculty specifically identified with the general Arts and Sciences curricula. Responsibility for course and curriculum review and development and the development of articulation programs with either feeder high schools or four-year colleges are dispersed. There are no curriculum specialists or advocates as there are in the career oriented programs. The student who chooses to become an Arts and Sciences major finds that the courses required to fulfill requirements are usually not offered or are only offered on a limited basis because of poor enrollment histories. The faculty teach a series of courses that are part of the Arts and Sciences program, but they have little or no contact with students outside the classroom. The Arts and Sciences student does not receive the benefit of more diversified ways of arranging schedules or more variety in approaches to learning.

As a result of UCCTOP, the Arts and Sciences curriculum has been completely revised, radically reducing the number of electives and requiring specific, high-level subject matter. The revised curriculum is being reviewed by all institutions including the high schools involved in the Ford Project. In addition, the development of two competency-based courses, Bio 102 (Principles of Biology) and Eng 210 (Black American Literature), is in progress.

COUNSELING

The college is developing a Transfer Advisement System for transfer students enrolled in the Arts and Sciences curriculum. Counselors and faculty advisors are part of the transfer student support team. In addition, visits to four-year college campuses are being planned. Scholarship opportunities for students are being identified and developed. The college is also publishing a transfer brochure for students.

COMMUNITY COLLEGE OF PHILADELPHIA

Philadelphia, Pennsylvania
Project Director: Dennis McGrath
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BACKGROUND INFORMATION

During the last ten years, the Community College of Philadelphia has enrolled an increasing number of students in need of academic remediation. By 1982, 40% of the students had scores on the Comprehensive Test of Basic Skills indicating that it was necessary for them to take remedial courses before entering the general curriculum. In the early seventies, much attention was placed on serving the needs of the remedial student. While this benefited a large segment of the population, the needs of the transfer student were neglected. Most transfer students were enrolled in the General Studies curriculum which is primarily composed of free elective courses providing little structure for the student. In response to the needs of these students, the Foundation in Interdisciplinary Studies Honors Program (FIS) was founded in 1979. It is designed to prepare academically talented students, primarily from low-income backgrounds, for transfer to highly respected liberal arts colleges and universities.

Community College of Philadelphia students face an interrelated set of problems which undermine their successful transfer. Unlike many traditional students, they tend to lack large areas of information and basic cultural references, i.e., the cultural repertoire presupposed in academic life and drawn on in ordinary educated discussion. At the same time even the brightest of these students often come from backgrounds in which education is not seen as an important activity. Instead, education has been largely viewed as an elaborate credentializing exercise that is rooted in low level skills such as memorization and repetition. To adequately prepare these students for successful university work, it is necessary to do something quite different from remediation. It is necessary to create educational environments through a reformulated transfer curriculum which draws students and faculty into close contact, which models serious intellectual activity, which builds student commitment to learning, and which concentrates on the higher level intellectual skills required for success.

IDENTIFICATION OF TRANSFER STUDENTS

The Ford funded program utilizes the college's already existing testing and placement process to identify students. In the first semester of operation, new full-time students to the college who stated an intent to transfer to four-year institutions, and who tested into the regular English Composition course were admitted to the program. In addition, students who successfully complete the remedial program and are eligible to enter the general curriculum will be admitted to the program if they declare an intent to

transfer. Students are told at registration that the program meets five days a week and requires a full-time commitment. Since many have work and/or family responsibilities, students have a choice of entering either the morning or afternoon sections. The curriculum and activities are identical for both groups. Each group contains approximately 30 students, for a total of 62 students.

CURRICULUM DEVELOPMENT

The first year sequence addresses the needs of transfer students by grouping them through block scheduling and clustering of courses. Unlike the usual credit distribution approach, the first year includes two core semesters, one emphasizing the social sciences and the other the humanities. Designed by a multi-disciplinary team, courses are integrated and interdisciplinary. Following the model of the FIS Honors Program, they combine a mix of large lectures and small discussion groups. Faculty teams replace traditional introductory courses with a coherent and integrated set of lectures, readings, and activities which ground students in the concepts, vocabulary, and methods and concerns of the social sciences and the humanities. Seminars introduce students to the close readings of major texts and reinforce the academic norms of inquiry, examination, and discussion.

The combination of team teaching and block scheduling of students aids the initiation of students into the intellectual community by creating ongoing contact among students and faculty. The program also integrates a writing across the curriculum approach during the two years. All program faculty participate in the writing across the curriculum program. In the Introduction to the Humanities semester, the student will receive twelve credits in the humanities and three credits in mathematics. Therefore, when students complete the first year of the transfer program, they will have completed thirty credits which both fulfill the general education requirements of the college and which are fully transferable at all of the institutions to which the students usually transfer. In the second year of the program, students will take a combination of individual courses in their interest area as well as a sequence of three interdisciplinary seminars.

FACULTY DEVELOPMENT

The faculty will participate in weekly meetings to prepare for teaching an integrated cluster, to provide them with skills in discussion leadership, writing across the curriculum instruction, and mentoring.

Although many faculty have experience with "linked" courses, very few have worked in a strongly integrated cluster in which the independent three credit course is not the primary vehicle of instruction and curricular decisions not ultimately at the discretion of the individual faculty. An integrated cluster requires large curricular units in which the faculty team makes the decisions about the mode and content of instruction. In addition, faculty are required to perform duties with which they are often unfamiliar, such as writing across the curriculum, and to relate to one another and to their students in unfamiliar ways.

During the first semester, the social science team will consist of a psychology instructor, two faculty from the social sciences, a writing specialist, and a counselor. During the second semester, the humanities team will consist of instructors from literature, history, philosophy, art/music, a writing specialist, and a counselor.

COMPTON COMMUNITY COLLEGE

Compton, California
Project Director: Adolfo Bermeo
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BACKGROUND INFORMATION

Founded in 1927, Compton Community College is located between Los Angeles and Long Beach in southern California. The last two decades have witnessed a major change in the demographic character of the area of the college from predominantly White and middle class to predominantly Black and Hispanic and working or lower class. Each year the college graduates 300-400 students of whom 75-200 go on to four-year institutions. Comparable numbers of students transfer without first earning on A.A./A.S. degree. While a clear majority of those transferring to upper division study are enrolled in academic programs, a significant number also come from the vocational education division, most notably from such areas as data processing, engineering (which includes robotics and computer assisted design), and business. As a result of its participation in the UCLA Consortium (1971-76), the University Bridge Program (1977-82), and the South Coast EOP Consortium, the college has been able to assist its students to articulate with four campuses of the California State University System and with UCLA.

The major problem facing Compton students when they decide to transfer is that although many think they have enough credits, they frequently learn that several of their earned credits are not transferable. This is, of course, discouraging. In addition, most of Compton's students come from a community that is not very supportive of higher education. Unemployment is very high, and their parent education level is generally low. Students also have a low self-image.

RECRUITMENT OF STUDENTS

Students are identified and recruited in junior high and intermediate schools, in the high schools, and on the Compton campus. In each case workshops and presentations are conveniently scheduled for students, parents, counselors, and faculty. Counselors, both on campus and at the area high schools, are involved in recruiting students for the honors program. Proven aptitude measured in terms of prior academic achievement (GPA of 3.0, letters of recommendation from faculty, and the completion of college English in the ninth grade) is the major criterion for acceptance into the program and determining the receiver institutions toward which the students should be directed. In its first year, the honors program admitted 75 students, 50 from local high schools and 25 from the campus. Twice this amount will be served in the second year, with a stabilized, balanced total being reached by the fourth year.

The recruitment phase of the honors program emphasizes the importance

of involving high school students as early as possible. The program is publicized using fliers, posters, direct mail, traditional news media, and the local cable TV channel.

HONORS PROGRAM

The honors program has two segments, one for secondary students, and the other for Compton students. Beginning in the ninth grade, the first year of university-level preparation, selected students enroll in advanced courses which meet university requirements for admission. Junior and senior students also take university transferable courses and thus get a headstart in their college coursework. In addition, these secondary students are provided with a special orientation to college/university life through tours, meetings with postsecondary representatives, and college academic skills workshops. At the college, honors students enroll in more rigorous and academically demanding courses which prepare them for success at the university. Academic skills development workshops are an integral part of this program. Program participants receive special services and recognition.

CURRICULUM DEVELOPMENT

The Lockheed Math/Engineering Program was created in cooperation with Lockheed Corporation and the college's mathematics, engineering, and science departments. This program is designed to increase the number of Blacks and Hispanics in specific high-tech fields. Lockheed has agreed to provide limitless scholarships and training to as many Compton students who demonstrate academic progress in coursework and satisfy the requirements for upper division standing in engineering at the California State University. To this end, a special agreement has been reached with the engineering department at California State University, Long Beach to admit Compton students into their engineering program, provided that they meet the conditions stipulated by Lockheed. In addition, faculties from the humanities are developing methods and materials for interdisciplinary courses that will be team taught. All university-transfer program participants are required to be involved in a series of academic skills workshops designed to enhance success, both at Compton as well as at the universities to which the students transfer. These academic workshops include such topics as note-taking, text outlining, essay writing, taking objective tests, time management, grammar and punctuation, and studying for exams.

FACULTY TRAINING

Periodic workshops are held for UCLA and Compton Community college mathematics and English faculties that focus on students' mathematics and writing skills. Similar workshops will soon be implemented in cooperation with district high schools. In addition, concrete methods for improving information dissemination and academic preparation are being shared and discussed.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

Compton is building upon a long-standing and positive relationship with the South Coast EOP Consortium. Articulated transfer agreements have been reached with each of the Consortium's three campuses of the University of California, four campuses of the California State University, and four independent universities. Consortium meetings are held every six weeks to assure that up-to-date information is properly disseminated. Various sub-committees which meet more frequently are organized around specific issues. In addition, a special emphasis is being placed on matriculating more of Compton students to the historically Black universities. Five of these institutions have been selected for special emphasis, and linkages have been established.

A computer-assisted program designed to facilitate articulation is currently being formulated. This program will provide a printout of the student's coursework background and specific recommendations about courses the student needs for a particular school or program.

COUNSELING

A specially designated counselor works closely with the honors students and other university-bound students. In addition, all the staff members within the Office of Relations provide advice on transfer. Peer counselors, who are current university students, also provide advice on a variety of issues affecting students as they plan to make the transition. Special workshops conducted for the benefit of junior high school/intermediate school and high school counselors provide current information on university and program requirements. All program participants are strongly encouraged to tour at least one campus of each segment of higher education and are assisted with preparation of financial aid and admission applications. In fact, after admission applications are checked for thoroughness, they are taken in bulk to the local campuses, thus reducing lag time and insuring safe arrival in the hands of a specially designated contact person.

CUYAHOGA COMMUNITY COLLEGE-METROPOLITAN

Cleveland, Ohio
Project Director: Mary Lou Conlin
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BACKGROUND INFORMATION

Cuyahoga Community College is spread out across three different campuses. The total enrollment for the college is 27,000. The metropolitan campus, the location of the UCCTOP project, has about 8,000 students, over 70% minority, approximately 65% of whom are Black. At the metropolitan campus most of the students require developmental instruction. In fall, 1983, 51% were placed in developmental reading, 32% in developmental writing, and 82% in develomental math. In addition, approximately 9-10% require ESL instruction. The college has now developed a general education core curriculum that is planned as a requirement in its college business, engineering, and health careers programs. The core curriculum will facilitate the establishment of articulation agreements with four-year institutions.

Since many Cuyahoga students are not adequately prepared and often need to earn a steady income immediately, transfer to a four-year program is difficult for them. The college's approach to improving transfer is a comprehensive one. Four committees that include representatives from feeder high school and four-year receiver institutions as well as faculty from Cuyahoga deal with problems of transfer information, develop curricular ladders, improve counseling and special programs, and review assessment procedures.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

The college is developing articulation agreements with Cleveland State University, University of Akron, Kent State University, and Dyke College. They are developing systematic procedures and criteria for determining the transferability of courses among the cooperating institutions.

They are also identifying correspondencies between at least three secondary school vocational programs and between those technical programs and baccalaureate programs at the cooperating four-year institutions.

CURRICULUM DEVELOPMENT

The general education courses developed for the business, engineering, and health careers core curricula are being used for piloting the revised transfer procedure. The high school to baccalaureate project includes a task force of administrative and instructional personnel from the institutions with programs identified as having curricular correspondencies. The curricula are being reviewed at the high school, two-year, and four-year levels. Curricular ladders are being developed for these programs so that students will proceed with a coherent curriculum from high school through the community college to a four-year institution. These ladders will be made available to counselors in all participating institutions.

ARTICULATION WITH HIGH SCHOOLS

Cuyahoga Community College is working with Cleveland, East Cleveland, Warrensville Heights, and Shaker Heights public school districts to develop the curricular ladders.

IDENTIFICATION OF TRANSFER STUDENTS

The college has surveyed classes to identify 125 minority students from the college who intend to transfer to a four-year institution. These students have been assigned to counselors and encouraged to participate in following one of the curricular ladders developed in this program. A computerized system to track these students is being developed.

ASSESSMENT

The college is using the Scholastic Aptitude Test (SAT) and Career Skills Assessment Programs to assess, counsel, and place students. The SAT is used because some of the four-year institutions require the exam for admission.

The college is using the assessment information to develop individual educational plans for program students. All participating institutions will have immediate access to each student's educational plans and progress. This accessibility should enable colleges to expeditiously evaluate student transcripts both for admission and for the transfer.

TRANSFER INFORMATION

The curricular ladders and course equivalencies provide all cooperating institutions with specific knowledge of the educational programs available to an individual student so that students can receive correct and useful information.

HIGHLAND PARK COMMUNITY COLLEGE

Highland Park, Michigan
Project Director: Carolyn Williams
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BACKGROUND INFORMATION

Highland Park Community College is a two-year postsecondary institution operated as part of the School District of the City of Highland Park. Founded in 1918, the college (the second oldest junior college in the state and seventh oldest in the nation) has been fully accredited by the North Central Association of Colleges and Secondary Schools since its inception. In 1962 Highland Park was designated as a community college, a change from its former junior college designation. The major problem affecting successful student transfer is failure to identify student transfer intent early enough. Frequently the student on entry has not reached a career decision or fails to articulate his/her interest in academic transfer and therefore does not receive proper guidance. In many instances, the student is simply unprepared to make a career decision. Although established articulation agreements have alleviated and/or eliminated the traditional credit transfer problems, it seems that students encounter difficulties in acclimating themselves to the four-year college following the personalized environment of the two-year college.

ARTICULATION WITH HIGH SCHOOLS

The current outreach activities to local high schools include: (1) providing information about the Parallel Admissions Program which enables high school seniors to enroll in courses at the college while still in high school, (2) distributing information packages at high school/college nights, and (3) training liberal arts faculty to become more rigorously involved with recruitment.

ASSESSMENT

All entering students are interviewed as part of the registration process and each student is administered ASSET (Assessment of Skills for Successful Entry and Transfer), a community college assessment tool developed by ACT. The data that are collected for each student include information about educational and work preferences and achievement levels in mathematics, language skills, and reading. The data are used for course placement. ASSET is also a counseling tool which serves to identify needed support services. The data are computerized and individual and group reports are generated for use by students, teachers, counselors, and the work-study coordinator. Each semester counselors receive a profile for each student which details all of the courses taken and the GPA. These profiles are used to advise students about the need for additional coursework. Counselors also receive copies of students' mid-term grades and then arrange to discuss their progress and deficiencies.

Using information about students' career interests, the Student Services Division is able to identify special focus interest groups. At the interest groups meetings, students are able to interact with faculty and counselors and student/mentor relationships are formed.

COUNSELING

Skills for College Success is a required course that is taught by counseling staff. In this course the instructor utilizes the student assessment data base to develop contacts between students and counselors, provides each student with an advisement sheet, informs students about advisement sessions offered by recruiters from four-year institutions, and tells students about existing articulation agreements with state four-year institutions. In addition, the course also includes study skills, time management, test and note taking skills, and plans of work.

The college also has a work study program which utilizes the assessment information to match a student's employment referral with career goals.

STUDENT FOLLOW-UP

Each semester, GPA, credits earned, and progress toward the degree are charted for each student. Students must also have a course selection form signed by the counselor before registering for additional coursework. This procedure is a vital part of the monitoring program for all students.

HONOLULU COMMUNITY COLLEGE

Honolulu, Hawaii
Project Director: Valerie Evans
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BACKGROUND INFORMATION

During the last ten years, Honolulu Community College (HCC) has become a comprehensive inner-city, open-door community college located in the industrial area of Honolulu. Within a two-mile radius of the college, the population density is the highest in the state. Adjacent to the college is the Kalihi-Palama area, considered by most studies to be a disadvantaged area, both educationally and economically. Kalihi-Palama has a long history of being the area in which newcomers from foreign countries settle in groups. Improved economic status generally results in movement away from the area.

Converted from a technical school to a community college within the University of Hawaii system in 1966, HCC has maintained an emphasis on vocational education while simultaneously developing a comprehensive liberal arts component. The liberal arts program leading to an A.A. degree was initiated in 1968. Until 1976, the requirements included both transfer and non-transfer level courses. From 1976-1980, the requirements were limited to transfer level courses designed specifically to satisfy the general education core requirements of the University of Hawaii at Manoa (UHM). In 1980 HCC's base was changed to conform with the general education core for the UHM College of Arts and Sciences.

TRANSFER INFORMATION

Institutions of higher education in Hawaii have a great deal of autonomy in program planning, and modifications are a frequent occurrence. When information concerning these changes is processed manually, accurate and timely information is extremely difficult to obtain. Therefore, the HCC project steering committee has been visiting colleges throughout the state to develop both formal and informal articulation agreements and to collect data for use in an automated transfer terminal.

The data base will be directly accessible by students and student service staff to get up-to-date and comprehensive information on course/program transferability as well as information on admissions requirements, financial aid, college philosophy, campus facilities, student profiles, and contact persons. The program specifications and the logical design of the transfer terminal are being developed by HCC. The design will be pilot-tested utilizing the formal articulation agreements HCC is developing with Hawaii Pacific College (a four-year private institution) and with the College of Engineering at UHM. HCC has identified the necessary components of the conceptual design for an automated Student Tracking System.

After the written specifications for the system are completed, formal

agreements will be established with Hawaii's four private colleges and the University of Hawaii Community Colleges regarding their participation in the system. Future plans include a pilot test with a selected institution prior to statewide implementation.

CURRICULUM DEVELOPMENT

The college is developing *Transfer Decisions*, a course designed to assist students in their transition from a two-year institution to a four-year college or university. In this course, students will investigate colleges and careers of their choice. They will submit a research paper that requires a searching of national school files and writing to local and national institutions to obtain pertinent information and entry requirements. Students will also visit and explore colleges and worksites and obtain information on educatonal as well as on labor market employment trends. The emphasis will be on improving research techniques as well as on developing survival skills for a successful journey through college.

In addition, professional schools in the state were surveyed to determine how transfer students could be better prepared to enter their programs. They identified the need for improved communication skills particularly in the area of computing. In response, the college is piloting Introduction to *College Computer Study Skills*, a course designed to introduce the transfer student to the many timesaving possibilities of using a microcomputer such as: word processing, database management, and electronic spreadsheets. Students also learn about educational software relevant to academic success at college. The course enables the home use of small computers so that students are encouraged to experiment and reach their own solutions without feeling inhibited or rushed, as is so often the case in computer laboratories.

HOSTOS COMMUNITY COLLEGE

Bronx, New York
Project Director: Renee Berger
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BACKGROUND INFORMATION

In 1968 the Board of Higher Education of the City University of New York (CUNY) approved the creation of CUNY's eighth community college which later became Eugenio Maria de Hostos Community College. The college officially opened in 1970, primarily to serve the Spanish speaking student population of the South Bronx.

Although at first the number of monolingual Spanish students was negligible, a conversational English module was introduced, and some courses in Spanish were offered. An English as a Second Language (ESL) program gradually grew and, by 1973, had been refined into a six semester program. In addition, students took courses in Spanish until they were able to assimilate coursework in English. Thus the college's first fully articulated transitional bilingual program of study became a reality.

In recent years there has been an increase in the number of liberal arts students and in the number of monolingual Spanish-speaking students. The college has therefore worked to preserve and improve its ESL-bilingual program (50% of the college's current enrollment of 4,000 are ESL students). Hostos' effort to improve its transfer program includes an enlarged and reorganized ESL program, a second more intensive ESL program, a strengthened academic advisement program, and the development and introduction of a required freshman orientation course.

Institutional experience, supported by a preliminary data analysis, suggests that the transfer rates of students are affected by at least two interrelated variables: student expectations and successful institutional retention. A significant proportion of the population enters the institution with scaled-down expectations regarding their abilities and their career options, and consequently opt for terminal degree programs which may not necessarily coincide with their true interests.

IDENTIFICATION OF TRANSFER STUDENTS

Potential transfer students are identified by means of a survey which seeks information about the students' background and their academic program. In addition, students' goals and objectives, the degree requirement checklist, and counselor intervention pinpoint likely transfers.

COUNSELING

A degree requirement checklist that supplies a computerized description of the student's program is being developed. The checklist provides faculty and counselors with information that is necessary for advisement. This printout

also alerts faculty and advisors of the student's intent to design a program for the purpose of continuing at a four-year college.

TRANSFER INFORMATION

A follow-up course is being offered that helps students to clarify their career goals and assists them in identifying the specific requirements for transfer. The course, a non-credit bearing seminar, is being offered as a very special opportunity for transfer students only, and one section is being specifically designed to meet the needs of students in the Intensive ESL program. The students are being fully informed by the counseling unit and through individual academic advisement of the value and potential benefits of the materials to be covered.

The material includes a discussion of the liberal arts as an academic program, the transfer process, values clarification, self-awareness and decision making, interest inventories and experiential exercises, and field visits to senior colleges of the university.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

In addition, each Hostos course is being evaluated in terms of its transfer value to the senior CUNY institutions. This is being done by sending each department's course list to the appropriate deans at the senior institutions with a request for return notification of each course's acceptability.

CURRICULUM DEVELOPMENT

A faculty audit task force is first identifying those programs which deviate most significantly from the senior college program offering and is also making recommendations to the Office of Academic Affairs about the development of articulation agreements. Two such agreements are already being planned by the academic deans and presidents of the respective institutions. The task force is also working with the senior college committee of the University to ensure that duplication is minimized. As a result of the recommendations of the task force, transfer tracks are being developed in the various disciplines.

HONORS PROGRAM

A liberal arts and sciences Honors Program is another aspect of the project. This program is being developed for students who demonstrate excellence as measured by GPA and rate of progress. As part of the Honors Program, grants and scholarships will be identified for eligible students. Additional financial assistance will broaden a student's transfer options to include the private sector and non-CUNY public universities.

HOUSTON COMMUNITY COLLEGE

Houston, Texas
Project Director: Katherine Tyra
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BACKGROUND INFORMATION

Currently the Houston Community College System (HCCS) enrollment is 48,000 at 28 instructional locations. HCCS offers Adult and Continuing Education in nine areas, 29 academic programs transferable to 40 four-year institutions, and 73 programs in occupational/technical areas, many of which may also lead to an advanced degree. At least three-fourths of HCCS students are enrolled in one of the 80 programs in the Occupational/Technical Division. Based on a follow-up study (1977) of HCCS transfer students, over 26% transferred to the University of Houston Central Campus (UHCC). The study also reveals that nearly 65% of HCCS transfer students had completed at least one year (30 credit hours) of academic work with HCCS before transferring, and 39% had completed 49 or more credit hours.

Based on a five-year study (1977-1982) of students transferring from HCCS to UHCC, less than 24% of minorities transfer. This percentage is dramatically low considering that 48% of HCCS enrollment is minority. More alarming, 23% of minority students have undeclared majors upon entering UHCC. The low occurrence of minority students transfer to UHCC is attributed to the following factors: the socio-economic status of most minority students, low educational aspirations, and remedial educational needs.

IDENTIFICATION OF TRANSFER STUDENTS

Based on academic achievement, educational interest, and commitment, one hundred minority students were selected to participate in the Minority Student Transfer Program. Milby Campus, located within the heart of the low-income Hispanic population, is the meeting place for 50 students, and Barbara Jordan Campus, located within a heavily concentrated Black community, is the location for an additional 50 students.

COUNSELING

A comprehensive advisement plan helps with goal setting, educational degree planning, financial assistance and support service information, values clarification, and transferability of courses. The Coordinator is also developing a career profile plan that enables the student to explore the various job opportunities requiring a baccalaureate degree. At the career development laboratory, students have access to computerized career information systems. The Coordinator periodically reviews the academic advisement and career profile plan and provides the student with feedback at least once a month. The student attends on-campus seminars presented by minority guest speakers on a monthly basis. These seminars help students to strengthen their educational goals and provide role models for their career objectives.

ACTIVITIES WITH FOUR-YEAR INSTITUTIONS

Student Site Visits

Project students visit several local and state college campuses. The on-site campus visits provide students with opportunites to participate in seminars, speaker forums, media presentations, and other related activities.

Buddy System

The buddy system enables each student to be assigned to a minority upper classman who serves as a role model. The purpose of the buddy system is for the student to develop an affiliation with four-year college faculty and students and to participate in activities on those campuses. The idea has been well received by both groups of students. Twenty-two upperclassmen from UHCC have been assigned to HCCS students and representatives from Texas Southern University and Prairie View A & M University, historically Black four-year colleges, are interviewing prospective buddies.

INTER-INSTITUTIONAL COURSE

An additional component of the project is joint enrollment in an on-site social science course, *Introduction to Cultural Anthropology*, that enables students to receive three semester credit hours from UHCC. This course covers a survey of basic concepts and data in cultural anthropology, concentrating on contemporary and recent human groups. It will focus on student perceptions and experience of campus-centered life. The course will be offered during the summer as a six-week course. In order for students to be successful in the course, the advisory committee recommends that only students who have been involved in the transfer program for six months register. The course will meet for two hours every monday through thursday at the community college campus.

MEDIA

UHCC and HCCS have also collaborated on the production of a video-tape that contains interviews with students who have already transferred to HCCS. It focuses on their perceptions of the academic programs, socialization to the new college, the availability of special support services, and other related issues concerning the transition to a senior institution. This video-tape will be used to help prospective HCCS transfer students alleviate their fears.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Richmond, Virginia
Project Director: Henry Rhone
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BACKGROUND INFORMATION

J. Sargeant Reynolds Community College (JSRCC) was organized in 1972 to provide the services of a comprehensive community college for residents of Richmond, Virginia and the adjacent counties of Henrico, Hanover, Powhatan, and Goochland. The college began full operation in the fall of 1973, housed in a renovated furniture warehouse in the central business district of the city. In the fall of 1974, the college opened a suburban campus, and in 1981, a small, rural, technical center. Enrollment has increased from 2,746 in 1973 to 10,383 in 1982.

The enrollment patterns of students in the college's programs have changed accordingly. While total headcount has increased by a factor of five, headcount in transfer programs has increased four times. The slower growth of transfer enrollment is more exaggerated on the college's downtown campus, where half of the students are Black. The number of downtown students enrolled in transfer programs has increased by only 14% since 1974, while total downtown headcount has tripled.

Particularly because some 75% of the students who do enter JSRCC are first-generation college students, many lack the academic skills necessary to complete college level courses or have not completed the necessary college preparatory courses in high school. In business administration (the largest of the college's transfer programs), for example, on the downtown campus 83% of students are enrolled in at least one developmental class. The college has established developmental reading and writing laboratories and has implemented a system of placement testing. The college is also establishing laboratories in developmental mathematics and science.

The relatively low numbers of minority students who enroll in transfer curricula are the first barrier to be overcome in increasing the number of JSRCC students who complete baccalaureate programs. Because they do not set their goals to include a full baccalaureate education, minority students too often take a path in high school that is less difficult than that of the college preparatory program.

ARTICULATION WITH HIGH SCHOOLS

On the advice of the Richmond school administrators, the college is focusing its efforts in the city schools on presentations in tenth-grade typing classes. In this way the college reaches students who have typically chosen to pursue general or vocational diplomas, but who still have time in high school to complete college preparatory classes if their goals can be raised. Once these students arrive at JSRCC, they should not need the developmental course, if they have appropriate coursework at high school. Presentations to high school

business teachers and counselors are made by college faculty and alumni role models to solicit their support. These presentations also include information about the new state articulation guide. In-class high school presentations are being made in the city's 70 target classes. These are followed by on-campus meetings with interested high school students and their parents. Career opportunities, the college's transfer programs and support services, and financial aid availability are discussed at these meetings.

ALUMNI SUPPORT GROUPS

To develop a transfer support network, the college is identifying JSRCC alumni at the four-year institutions and is recruiting them as participants in the program. These alumni form support groups that provide encouragement for JSRCC students. They first take part in a training session that prepares them to work with the two-year college students. The network is publicized on the JSRCC campus with each business student receiving a letter describing the program and an invitation to participate. A meeting to acquaint the two-year and four-year students was held at JSRCC in the winter. The Coordinator maintained a roster of alumni network members and encouraged individual contacts following the initial meeting. The contacts were monitored, and a second meeting was held in the spring at the four-year college campus.

In late spring JSRCC offered an application workshop where students were encouraged to actually complete transfer and financial aid application forms.

JEFFERSON COMMUNITY COLLEGE

Louisville, Kentucky
Project Director: Ronald J. Horvath
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BACKGROUND INFORMATION

Founded in 1967 as the first open-door institution of higher education in the city of Louisville, Jefferson Community College (JCC) is now the largest two-year institution in Kentucky. JCC also has the largest pool of minority students in the state. Jefferson's early history was marked by unpredictable enrollment spurts, rapid expansion of career and technical programs, and a heavy emphasis on remedial education and supportive services. As the college's operations have stabilized, its focus has shifted to program development and evaluation.

On July 1, 1983, the college became a member of Metroversity, a consortium of seven private and public colleges in the local area. This membership allows JCC students to cross-enroll for academic courses at member institutions at no extra charge, to utilize fully all Metroversity library resources, and to participate in student activities at member colleges. In addition, the college has recently formed a Liaison Task Force with the University of Louisville (U of L) and has initiated plans to work with both U of L and Spalding College toward a four-year curriculum tailored for graduates with technical degrees.

Students' lack of adequate information regarding the logistics of the transfer process from JCC to four-year institutions poses the major problem affecting a successful transfer. In addition, because students are often indecisive about declaring a four-year major, they frequently take an excessive number of courses that will not transfer to the senior institution. For example, articulation agreements have been established with many four-year institutions in Kentucky. However, these agreements are for the transferability of general education requirements and do not include two-year technical/terminal degree credits. Therefore, it is critical for students to declare a four-year major by the end of the first semester of matriculation.

The new Interdisciplinary Studies and the Pre-Professional Training Programs are important for transfer students. The Interdisciplinary Studies Program promotes critical thinking skills within a liberal arts context and prepares students to continue honors programs at other institutions. The Pre-Professional Training Program encourages talented minority and female students to pursue professional degrees in fields in which they are traditionally underrepresented.

ORIENTATION PROGRAM

An in-depth orientation program that prepares students to handle the adjustments and problems common to the transfer process is an essential component of the Ford program. JCC is devising a sixteen-week transfer orientation

course for 25 of the students enrolled in either the Pre-Professional Training Program or in the Interdisciplinary Studies Program. After the initial semester, the course will be evaluated and revised and then additional counselors will be trained to teach the course. The orientation course familiarizes students with various four-year institutions and degree programs, requirements and application procedures, and exposes students to the various learning and instructional styles to help them identify the style most appropriate for their needs. In addition, a pre/post transfer test is administered to students to assess their knowledge of the transfer process. This test provides the student an opportunity for self-analysis in terms of social, personal, and academic interests. Students are also required to go on a "Scavenger Hunt" so they become familiar with the school to which they plan to transfer. Values clarification, career exploration, time management, life/goal planning, and effective decision-making processes are also included in the course.

TRANSFER INFORMATION

JCC is improving the information it provides to students about four-year colleges. The Transfer Opportunities Program (TOP) is assisting the central advising program in updating and refining curriculum information from four-year institutions. A TOP Advisory Task Force composed of representatives from all of the academic divisions and from student advisement programs is working to improve the information flow regarding the transferability of courses.

SUPPORT SYSTEMS AT FOUR-YEAR INSTITUTIONS

Students are required to meet with a Transfer Mentor/Professional Resource Contact at the senior receiver institution before they transfer. The contacts are responsible for reviewing degree programs, procedures, transcripts, and other areas of concern. They assist the students in making a smooth transition from JCC to their institution.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

A coordinating committee has been established with the U of L to enhance relationships between faculties of both institutions and support personnel. The establishment of this committee is significant, not only because it brings together both faculties, but because of the personal commitments made by both the President of the U of L, and the Director of JCC. This commitment is reflected in the Transfer/Mentors/Professional Resource Contacts, the high percentage of students transferring to the U of L, the increase in minority students transferring, and the willingness to exchange statistical data regarding JCC transfer students.

In addition, TOP is working with Kentucky State University (KSU), Kentucky's only historically Black institution, to plan a workshop for faculty and support personnel at JCC. The workshop deals with ways to successfully advise minority students to increase their retention and graduation. KSU has

been very receptive to TOP and is working very closely to increase the number of JCC students transferring to that institution. The Associate Vice President for Academic Affairs for KSU is currently reviewing the JCC course offerings and is determining their transferability to KSU's Liberal Arts Studies curriculum.

LAGUARDIA COMMUNITY COLLEGE

Long Island City, New York
Project Director: Sheila Gordon
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BACKGROUND INFORMATION

LaGuardia Community College (LCC), a unit of the City University of New York (CUNY), opened in 1971, committed to providing all of its students with cooperative education—a program combining classroom study with off-campus internships. At LCC, all full-time day students are required to take three co-op internship quarters, which alternate with quarters of classroom study once students have completed their basic skills requirements. The college began with 550 students drawn from its neighboring blue-collar, white ethnic community. Within five years the college had grown dramatically in scale and diversity to an enrollment of 7,000 students. Moreover, the characteristics of the student body have changed: students come from all over the city and are predominantly low-income; 36% are Black and 36% are Hispanic; and 80% have deficiencies in basic skills.

In addressing the transfer issue, the college has identified students' uncertainty about continuing their education as a major problem. Many students are unclear about the needs and benefits of transferring and about the range of options for financing, planning, and obtaining the baccalaureate.

TRANSFER INFORMATION

A main feature of LCC's 1983-84 program is initiation of a system that will eventually provide transfer information for all students. To do so, the college is developing a curriculum and advisement component to help students plan their future education. These components are to be incorporated into the cooperative education program. The co-op program was selected for four reasons: (1) it provides a natural target population of some 2,000 students who are making progress towards their degree; (2) the program requires meeting with co-op advisors and provides regular and frequent opportunities for counseling; (3) the curriculum is systematically coordinated with academic coursework and other counseling services; and (4) the internship provides students with concrete opportunities to observe on-the-job the need for education beyond the associate degree.

The curricular and advisement model for providing basic transfer information is being developed by the co-op faculty. The faculty are developing a sequenced curriculum which is introduced in the initial co-op preparation course, broadened in a subsequent co-op seminar, and continually reinforced in one-to-one advisement conferences. The curriculum emphasizes the role, timing, financing, and choices of further education in the context of a student's career and life plan. Syllabi and materials are being designed and reviewed by co-op faculty and employers. Participating co-op faculty will be oriented to the new

materials and thereafter will pilot the curriculum with 150 students from representative majors.

BUSINESS COMMUNITY INVOLVEMENT

The second component of the program grows out of the co-op experience and the unique access to employers. Most of LCC's students, particularly minority students, have no option but to continue their education on a part-time basis, and co-op salaries make it possible for them to study full-time while at LCC. Employers play a critical role by supporting student aspirations and by providing guidance, tuition reimbursement, and incentive for promotion. Supervisors in a corporate setting have a strong and special influence on LCC's students. Thus, it is important to incorporate their views and expectations. Representatives from IBM, Pfizer, and McGraw-Hill had originally agreed to meet with project staff. Since the inception of the project, the representatives organized themselves into a formal committee and expanded to include representation from Merrill Lynch. Under the leadership of the Dean and the Assistant Dean of Cooperative Education, they are meeting to explore and develop new collaborative approaches. These include review of co-op curricular materials and organizing meetings with LCC graduates employed by their firms.

ARTICULATION WITH FOUR-YEAR COLLEGES

About 85% of students who do transfer, transfer to one of the CUNY senior colleges because these are the most familiar and accessible settings. It is a logical option for many students, particularly for those who will work full-time and study part-time toward the baccalaureate. However, few students at LCC consider the rich variety of other options that are available.

Recognizing the potential value of a dormitory experience or a small private college, it is important that LCC students see such options also as familiar and accessible. To do this, a transfer agreement with a selective, private, residential college, Vassar College, is very carefully being developed. This agreement will serve as a model of the pitfalls and opportunities for future collaboration. The Associate Project Director and a faculty committee are meeting with Vassar faculty to develop an agreement for the transfer of courses and credits, to clarify the level of academic skills needed for successful transfer, to anticipate the "culture shock" which the LCC transfer may face, and to identify necessary support systems which may be required at both institutions. The collaboration has been stimulating and rewarding for both institutions. Vassar, for example, has suggested a jointly-taught summer institute at Vassar for LCC and Vassar students. LCC faculty are delighted to find a considerable number of students who seem to have the characteristics necessary for successful transfer. Each college is considering the use of mentors or similar approaches to provide support to LCC transfers. Among a number of positive ripple effects, personal and professional connections are emerging between the Vassar and LCC faculty, which should strenghthen the institutional ties.

LANEY COLLEGE

Oakland, California
Project Director: Milton Shimabukuro
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BACKGROUND INFORMATION

A vocational high school since 1916 and an open junior college since 1953, Laney College was officially established in 1965. Ten years ago, in 1974, Laney's enrollment peaked with an approximate enrollment of 16,000 students with 10,000 FTE's. Following a steady decline from 1975 to 1979, the enrollment is now again increasing. Since the 1979-80 low enrollment of 6,500, enrollment has continually grown to almost 13,000 in 1983-84. Currently 40% of these students are Black, 26% White, 18% Asian, 6% Chicano, and 2% Filipino. Since 1974 there has also been a decline in the number of transfer students to the California State College and University System—the major receiver college system for Laney College students. The total number of transfer students for 1982-83 was approximately 200. This breaks down to 145 to the California State University (CSU) System, 30 to the University of California (UC) System, and approximately 25 to private colleges.

Several programs to facilitate student transfer have been implemented. Agreements with both UC, Berkeley and CSU, Haywood have enabled potential transfer students to concurrently enroll at Laney and at either of these institutions. In addition, Laney College organizes transfer days, at which time 20 of the receiver four-year institutions set up tables and offer specific information to interested students.

At Laney the successful transfer of many students is inhibited because they have seriously deficient study skills, and they perform poorly in required mathematics and English courses. While academic support services are available, many students do not make use of them.

IDENTIFICATION OF TRANSFER STUDENTS

Students who have completed at least one half of the A.A. degree are asked to complete a form that requests information about future transfer intentions. Those who indicate that they plan to transfer to a four-year institution are identified and recruited into the Student Transfer Program. The program is also described during classes in transfer level courses by program staff.

STUDENT SUPPORT GROUPS

Study Groups

Students who volunteer to participate in the program are given the opportunity to register for special sections of English 1A and 1B (Freshman-level English), intermediate algebra, and calculus. In these special classes, students work together in small, highly structured, and intensive study groups. The study groups are made up of eight to ten students that meet

four to six hours a week outside of class to study the specific subject area. An upper division or graduate student from a local university, proficient in that subject area, is the facilitator for the study group. Students who participate are asked to make a commitment of continuing participation. Their performance and attendance in the classes and in the study groups are monitored by the study-group facilitators, teachers, and program staff who consult with each other, as well as with the students on a regular basis. The students receive verbal feedback from the program staff.

Buddy System

After the study group members get to know each other, formal pairings are made on the basis of commonalities (i.e., similar majors) to provide additional support and another monitoring mechanism.

ORIENTATION WORKSHOPS

The workshop groups are made up of 15 to 20 students that meet for an hour and a half to two hours, twice a week to learn about study skills, transfer requirements, and college support services. These workshops are presented by different professional staff from the college or from local universities. The workshop leader is an upper division or graduate student who leads a discussion following the presentation.

TRANSFER SEMINARS

One hour informational presentations on study skills, academic and support services are presented by professional staff from the college and are open to *all* students. These sessions are less intensive than the workshops. All potential transfer students, however, are sent a letter every week announcing the topic to be discussed.

COUNSELING

Program students who are not participating in the study groups or workshops are called in for individual counseling.

LAWSON STATE COMMUNITY COLLEGE

Birmingham, Alabama
Project Director: Gloria Walker
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BACKGROUND INFORMATION

The past ten years reflect a 32% decrease in student transfers to four-year institutions from Lawson State Community College. This drop is evident in both the academic and vocational divisions. Instead more students are now enrolled in terminal, occupational/vocational degree programs. Currently 1,035 students are enrolled in the academic division.

Curriculum improvement began in 1978 with the implementation of flexible class scheduling. In 1979, an integrated Developmental Studies Program was implemented which now serves the needs of 60% of entering freshmen in the areas of communication skills, reading, writing, and mathematics. During 1980, the Developmental Skills Program was further enhanced through the provision of a computer-assisted instructional component in writing and mathematics.

To assist in the transfer process, Alabama A&M University has recently located a branch campus at Lawson State. The branch campus offers any student with the appropriate prerequisites the opportunity to study third and fourth level courses on the campus of Lawson State. In addition, the college sponsored a transfer fair which gave potential transfer students the possibility to meet with representatives of the four-year receiver institutions. The college is also setting up meetings between Lawson State faculty and department heads of local four-year institutions.

The lack of any statewide articulation agreements and the reality that each state college has total autonomy over what it will accept has complicated the transfer process. The fact that deadlines differ and that some schools are on a quarterly and some on a semester system has also created problems for transfer students.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

Articulation agreements are being negotiated in the areas of science, electronics, business education, electronic data processing, and social work technology by academic faculty and administration from Lawson State and from four diverse four-year institutions: the University of Alabama-Birmingham, University of Montevallo, Miles College, and Alabama A&M University. A course exception form that requests information about each course that is not accepted was developed and sent with the course description from the Lawson catalog to each of the four-year institutions. The form lists reasons for exception and requires that the four-year institution check the appropriate reason(s) and offer explanations. After the forms are returned, negotiations are undertaken between departments. Once the negotiations are completed,

recommendations will be refined and implemented by the Project Director with the assistance of the Dean of Instruction, the Dean of Students, and the Director of the Career and Transfer Programs.

ARTICULATION WITH HIGH SCHOOLS

Initial contact has been made with six feeder high schools in the area: West End, Wenonah, Brighton, Parker, Carver, and Fairfield. Two workshops that focus on articulation are being offered for the high school faculty and counselors. The workshops take place at Lawson State and provide the opportunity to initiate much needed dialogue between high school and community college faculty and counselors. At these meetings, students discuss some of the problems they encountered when they began college. The first is designed for counselors and department heads in mathematics and science, while the second is planned for counselors and department heads in English and other humanities.

CURRICULUM DEVELOPMENT

After the articulation agreements with four-year institutions are developed, the Project Director and the Dean of Instruction will meet with appropriate Lawson State faculty to provide feedback for changes needed in the general education core courses. For those students who will need additional courses as a result of the articulation agreements, a special course delivery system will be offered during the summer.

ORIENTATION

The results of the articulation agreements will be explained to students in the orientation class. Students will also be introduced to course structures pertinent to general and specific transfer programs. Additional counseling is available to students on an individual and follow-up basis, provided by the Director of Career and Transfer Programs.

STUDENT FOLLOW-UP

Students who intend to transfer are being identified by a sign-up sheet at the transfer fair in the spring. These students will be sent a questionnaire next year to provide information about how well Lawson State prepares students for transfer. The results of the survey will be used to make basic course curriculum adjustments and identify and alleviate problems that impede successful student transfer.

LOS ANGELES CITY COLLEGE

Los Angeles, California
Project Director: Peter E. Sotiriou
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BACKGROUND INFORMATION

Minority enrollment at the Los Angeles City College increased in the last 10 years from 66% to 78%. The increase in Asian and Hispanic enrollments from 13% to 22% since 1977 has raised the total English as a Second Language (ESL) enrollment to over 60% and, therefore, necessitated changes in academic programs.

In the last ten years, student interest in both transfer and vocational programs has declined from approximately 44% to 33%, with those declaring "undecided" and "other" increasing from 12% to 23%. Although approximately one-third of the college's students declare intent to transfer, the number of students transferring has declined in recent years by about 30%. Transfer seems to be most affected by the students' lack of basic skills in reading and understanding text material and in writing coherent responses to specific questions dealing with text material. Students often have several commitments outside of school which affect the number of hours they can actively devote to their studies. Also students are often not aware of all of the information that they need to know in order to transfer. Currently, the disciplines with the highest transfer rate include biology, psychology, computer science, business administration, English, journalism, and music. The college's nine certificate and two-year health service programs continue to be maximally enrolled. Interest is also increasing in high technology programs such as cable television technology and computer technology.

The college has had cooperative transfer programs with public four-year colleges and universities in the state. In the mid 1970's the college was part of a federally funded consortium designed to provide assistance for students preparing to transfer to UCLA. This assistance included special classes, program advisement, counseling, tutoring, testing, and financial aid.

Academic preparation for transfer is emphasized. Approximately two-thirds of the college's transfers to the University of California and one-half of its transfers to the California State Universities were ineligible to enter these institutions as freshmen. Recent activities include a dialogue with California State University, Los Angeles (CSULA) to allow concurrent enrollment for students who have completed 30 units of work with a 2.4 grade point average, to pilot a counselor exchange program designed to assist transfer students, and to establish cross-discipline meetings between English and math faculty for enhancing articulation. Additionally, a Transfer Center on campus has been staffed by representatives from UCLA and CSULA; there is an annual Transfer Day which now features representatives from Black institutions nationwide, and an NSF-MISIP funded program has been institutionalized to encourage

minorities to enroll in biological and natural sciences.

IDENTIFICATION OF TRANSFER STUDENTS

Sixty students are enrolled in the content/skills integrated classes. Students are low-income minorities interested in transfer who are eligible to take both courses in the pair as a result of college placement examinations and have not previously completed either course. Flyers containing an application form that gives students pertinent information about the paired courses are distributed to students by counselors and instructors. In addition, project team counselors utilize appropriate college records (i.e., financial aid eligibility lists) and meet with appropriate groups (i.e., American Cultures classes that have high minority enrollment) to identify potential program participants.

CURRICULUM DEVELOPMENT

The college is initiating an instructional delivery system that integrates academic courses, skills courses, and counseling. The model teams instructors, one representing an academic discipline and one representing one of the skills disciplines, in curriculum development and instructional delivery. This integrated approach ties skills training into academic courses that students are taking, thereby facilitating the learning of skills necessary to master academic content. One course in each group was selected from the skills area of English, speech, and mathematics. The academic courses, business data processing, history, and physics, were selected based upon the facts that they are transferable, fulfill a general education and/or transfer major requirement, and have an appropriate skills level. The academic course is paired with the skills course at the designated prerequisite level. In the English-business data processing and English-history pairs, students receive six hours of credit. In the mathematics-physics pair, students receive seven credits. The model also teams the academic and skills instructors with the counselor in student assessment, guidance, and evaluation. Such co-teaming enables the college to understand and address the totality of a student's needs. Students receive individual guidance and are referred, when necessary, to college support services such as tutoring. Counselors are selected on the basis of interest and experience in curriculum development.

LOS ANGELES HARBOR COLLEGE

Wilmington, California
Project Director: Del M. Anderson
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BACKGROUND INFORMATION

The composition of the Harbor College student body reflects the nature of the college's surrounding environment; Asians, Blacks, and Hispanics each comprise approximately one sixth of the enrollment and Whites about 45 percent. Consistent with statewide trends, the numbers of traditional transfer students have declined over the past decade as occupational goals have assumed primacy. Yet students hold multiple interests; of the 61% who declare an occupational major, one half want to earn a baccalaureate degree and 48% declare transfer majors. Harbor transfers about 20% of its students each year; the majority (78%) transfer to the two nearest California State University campuses. Both measures exceed state and district averages by two percent.

Campus efforts to increase transfer opportunities include PACE (Program for Adult Continuing Education), a program that assists full-time workers to be successful full-time transfer students, as well as restructuring the general education curriculum in accordance with new state criteria and the formation of a transfer education committee (fall, 1981). The committee recommended mandatory student assessment and placement, the imposition of a communication competency course prerequisite for all baccalaureate level courses, improved articulation between college services and academic departments, as well as with four-year institutions. During the 1981 academic year, the Chancellor set the improvement of transfer rates as a district-wide goal.

Harbor College was selected as one of three sites to implement Project ASSET, a comprehensive assessment program. The District contracted with ACT for the development and validation of appropriate assessment instruments for urban student populations. Project ASSET includes mandatory assessment and advisement of all new students, provision of mid-term grade reports, counselor follow-up of a pilot group, and computerized follow-up of student performance with reports generated for counselor use.

IDENTIFICATION OF TRANSFER STUDENTS

The project uses the ASSET student data base to establish a transfer pool utilizing the following criteria: the student has attended New Student Orientation and Assessment, has indicated transfer as a goal on the Educational Summary form, has achieved a cumulative GPA of 2.3 or higher, and has completed at least one semester of work.

COUNSELING

At the end of the first semester, each student in the transfer pool is con-

tacted by a letter that mentions the student's stated interest in transfer. Each identified student receives the schedule of group academic advising. The availability of individual appointments in the Counseling Center or Career Guidance Center is stressed. Students are encouraged to seek advisement when they have completed 30-35 units, since most students should be ready to commit to a major course of study by this time. Students who have not made commitments benefit from both individual counseling and use of the Career Center.

DIRECTORY OF TRANSFER STUDENTS

A directory of names, addresses, and ethnicity will be prepared that includes all students in the transfer pool who have authorized release of their names to other postsecondary institutions. The directory will be sent to the three colleges and universities participating in the project. At this stage, students are encouraged to make a definitive transfer commitment, are advised again of transfer requirements, and are offered assistance in test-taking skills including computerized practice sessions using a system called *"Computer SAT"*.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

The second component of the project is the improvement in articulation within academic disciplines between the institutions of higher learning in the immediate vicinity of Harbor College. The project is arranging initial meetings in selected disciplines, such as in the basic skills and in the sciences. An agenda will be prepared in consultation with the Harbor College chairperson of the various disciplines as well as with the disciplinary chairpersons at each participating campus. Meetings are held at different campuses. The Project Director coordinates all arrangements for the initial meeting which focuses on issues such as course objectives, instructional techniques, and student performance. Each group will be encouraged to develop its own leadership, so that ultimately the group will operate independently of the project.

MANAGEMENT OF TRANSFER INFORMATION

The University of California, Irvine/Harbor Articulation Project will provide Harbor College counselors with microcomputer access to (1) course equivalencies, (2) requirements and deadlines for each college or school at Irvine, (3) information about student services such as financial aid, EOP, and housing, and (4) the names of staff to contact for assistance. Long Beach City College and El Camino Community College will be invited to submit articulation information to the project as these schools are in close proximity to Harbor and Irvine and many students attend two or more of these institutions. In the second phase of the articulation activities, other community colleges in the Los Angeles Community College district will also be brought into the system. The system ultimately will have the capability to include several campuses of the University of California, as well as branches of the California State Universities such as CSU, Long Beach and CSU, Dominguez Hills and private universities in the Los Angeles area.

LOS ANGELES MISSION COLLEGE

San Fernando, California
Project Director: Horatio Fonseca
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BACKGROUND INFORMATION

Los Angeles Mission College was established in 1975 to serve the 13 communities in the northern and eastern San Fernando Valley. The college is based at a storefront campus and is essentially a college without walls. There are approximately 4,200 students. Ninety-one percent attend school part-time, and of those 49% attend evening classes. Fall, 1982 enrollment figures show that 48% of the students are White, 34% Hispanic, 10% Black, 4% Asian, and 3% other. Most are returning housewives.

The college has recently served as a pilot site for Project ASSET (Assessment of Skills for Successful Entry and Transfer) which is a program developed in response to a set of district-wide student retention and transfer objectives. It is a skills assessment program designed for use with incoming students. Short assessment instruments in language usage, reading, and numerical skills help students identify their strengths and weaknesses and relate them to career goals. The assessment results also enable counselors and advisors to provide new students with crucial early guidance in a variety of areas that can affect academic persistence. The information gained from ASSET will provide much of the data needed to continue the Ford program.

A unique aspect of the college is its organization on the Cluster System. Academic disciplines and service areas are grouped within two clusters which reflect the various aspects of the human experience. In each of these clusters students are supported not only by their major subject area faculty, but also by other faculty, counselors, and cluster chairmen. These interacting "families" of students, faculty, and counselors encourage innovative and interdisciplinary approaches to learning and provide an ideal vehicle to deliver the UCCTOP Program.

The lack of accurate and up-to-date transfer information has impeded the transfer process for many students. In addition, since many students are Hispanic returning housewives, they often receive little or no support at home for the pursuit of a four-year degree. Transportation is another problem, as travel to one of the closest four-year campuses, UCLA, is often extremely difficult without a car.

IDENTIFICATION OF TRANSFER STUDENTS

Ninety-five minority and low-income potential transfer students were selected to participate in the project by using a campus generated computer printout of students who have completed thirty or more semester units with a minimum GPA of 2.0. Additional lists that were used include graduation petitions and names of participants in the bilingual-cultural studies program. Other

likely recruits learned about the program through the distribution of fliers, through the campus student newspaper and other campus bulletins, through faculty recommendations, and by word of mouth. Interested students were invited to one of two general orientation meetings about transfer. At this meeting interested students were required to sign an agreement to participate in the program. The Project Director has met with and explained the program to these students, the majority of whom are female, Hispanic, with an average age of over 34.

FACULTY MENTORS

Twelve faculty members (seven from one cluster and five from the second) are serving as mentors for the students in the program on a volunteer basis. Each mentor has the option of selecting the students with whom he or she will work. The rest were assigned students based as closely as possible on compatibility of the students' major with their expertise. Students meet whenever necessary with their mentors. Sometimes this means once or twice a week and, at other times, once or twice a month. Mentors serve as academic, career, and transfer advisors. There are currently plans to link up with the faculty mentor program at California State University, Northridge.

PEER ADVISORS

Former Mission students who are currently full-time students at one of the four-year receiver institutions (University of California, L.A. and California State, Northridge) were recruited as tutor/mentors on the basis of faculty and placement office recommendation. There are currently ten tutor/mentors in the program. The tutor/mentors were selected, oriented, and trained by the Project Director. They receive six hours training on the Mission College campus in which they learn techniques for working effectively both on a one-to-one basis and in groups with program students. A tutor/mentor supervisor, also a former Mission College student, oversees the ten tutor/mentors. Tutoring is provided for each student in the program as a result of student request or mentor recommendation. Students are matched as closely as possible with the tutor/mentor based upon similarity of major.

COUNSELING

Students in the program receive individual and group counseling with an emphasis on transfer information and survival techniques at a four-year institution. Counseling is provided by the tutor/mentor supervisor and by the Project Director. In addition, department chairs and faculty from the receiver institution provide information about career and transfer requirements.

TRANSFER INFORMATION

Each student receives a planning guide that contains vital career and transfer information.

VISITS TO FOUR-YEAR COLLEGES

Students in the program visit four-year colleges to which they are considering transferring. Each tutor/mentor is assigned a group of students and is required to contact each of the students to set up visits to the four-year campuses either individually or as a group.

MIAMI-DADE COMMUNITY COLLEGE

Miami, Florida
Project Director: John T. Greb
Telephone: (305) 685-4577

BACKGROUND INFORMATION

The site of this grant program, the North Campus, is located near Liberty City, the area of the 1980 Miami riot, and draws its 13,508 students from the lowest up to the middle income families. The service areas include small low-income communities and ghettos which are basically Black, others which are basically Hispanic, and several areas that are tri-ethnically integrated. Because of lack of transportation and other factors, community services are provided at many outreach sites. Of the student population in the winter term 1982-83, 27% were Black, 44% Hispanic, 27% White (non-Hispanic), and 2% Asian. As well as university parallel programs and adult education programs, the North Campus offers the largest number of vocational education programs of the four Miami-Dade campuses.

Until 1975, Miami-Dade offered a very traditional two-year preparatory program for transfer to a baccalaureate degree program, as well as a variety of occupational and semi-professional career programs. In 1975, the college initiated a three-year study of its general education program that resulted in the development and implementation of a core of five interdisciplinary general education courses and an increased emphasis on reading, writing, and mathematics skills.

The cornerstone for monitoring this effort, Advisement Graduation Information System (AGIS), is a sophisticated computer-based, individualized advisement system which describes in detail, for each student, the courses required for both a Miami-Dade degree and transfer to any of the private and public universities within the state of Florida.

Other technology-based programs containing information about the student's test scores, work schedules, academic load, native language, and age, plus information from instructors about the student's progress in class, enable every student to check on his/her progress toward graduation with a view toward upper division requirements for a particular program. These programs have a significant and positive influence on the transfer preparation of students.

Further, the state of Florida has instituted a statewide competency examination, College Level Academic Skills Test (CLAST), which is designed to measure necessary reading, writing, and mathematics competencies of community college students and of university sophomores who desire to move to the upper level. CLAST is intended to improve the entry competencies of all upper division students.

STUDENT FOLLOW-UP

A comprehensive survey will be conducted of Miami-Dade students who

have transferred to upper division programs. Students who are at present in attendance at these schools, as well as those who have graduated, will be contacted. Those students who have withdrawn after transferring also will be included in this study. Students will be asked to respond to items dealing with their academic preparation as well as their personal, social, and career education. Interviews will take place to allow for in-depth detailing of both positive experiences and difficulties encountered by the groups. Follow-up questionnaires will be sent to active students at a later date to obtain an on-going assessment of their progress.

Students will be contacted locally (Florida International University, Florida Atlantic University, University of Miami, Barry University, and St. Thomas of Villanova University) and statewide (Florida State University, University of Florida, and University of South Florida). This can be accomplished through the existing public sector network of community college liaison representatives and their private sector counterparts throughout the state.

CURRICULUM DEVELOPMENT

An integral aspect of the project will be to design a series of structured activities to improve both the cognitive and affective skills of transferring students. Instructional units will be created for each population based on direct input received from former students. These modules will then be incorporated for use within the North Campus curriculum. The main vehicle for testing the delivery of these strategies will be the Challenge Center, a first-year program designed to provide a support system to improve the retention of minority students with basic skills deficiencies. As the project progresses, other units on campus will become involved in the process.

ROXBURY COMMUNITY COLLEGE

Boston, Massachusetts
Project Director: Anne-Marie McCartan
Telephone: (617) 734-1960

BACKGROUND INFORMATION

When Roxbury Community College (RCC) opened its doors to 400 students in the fall of 1973, it offered an almost exclusively liberal arts curriculum, the only exception being a few secretarial science and business management courses. During the first five years, 70 to 80% of RCC students concentrated on liberal arts. The last five years witnessed significant changes, however; programs in electronics technology, computer programming, word processing, and electromechanical drafting have been implemented. These programs served an increasing demand for technical education and training that would directly prepare graduates with associate degrees or one year certificates for immediate employment. The business programs, including accounting and management, offer both the transfer and career options and are the most popular programs at RCC.

The rapid increase of Hispanic students at the college, a projected 30 to 35% of enrollment, has meant establishing the largest ESL program in the state as well as offering 15 to 20 courses per semester in Spanish, including courses in history, science, literature, and computer programming. The college has emerged as a bilingual institution.

Since 1973 the college has recognized that most of its students are underprepared for college level work. Diagnostic testing results for incoming freshmen this year indicate that 85 to 90% require early academic intervention and support. Since a majority of RCC students indicate an intention to transfer, the major challenge for the Transfer Opportunities Program is to arm these underprepared students with academic skills adequate for successful transfer.

CURRICULUM DEVELOPMENT

During the spring, 1984, semester, six faculty members and two academic support services staff members formed a special faculty work group. Each member of the group chose an individual project aimed at improving curriculum or academic support for transfer students. At their weekly meetings, they discussed and planned resolution of cross-disciplinary problems facing transfer students. Particular attention was paid to redesigning developmental-level coursework. New courses designed by work group members will be offered in fall, 1984.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

To enhance transfer opportunities, the college has developed an articulation agreement with a private four-year institution and is planning to do so with five others. Faculty at RCC and the four-year college together design

articulated curricula in specific, high-demand, technically-oriented program areas. Before transferring to the senior college, RCC students cross-register for several courses to determine whether the program is suitable for them. Prospective students for these programs will in part be identified through an Intensive Summer Enrichment Program to be offered in the summer of 1984.

STUDENT FOLLOW-UP

In order to make better informed decisions about improving transfer education, the college is gathering historical data on RCC student transfer. This activity involves individual analysis of RCC student transcripts and detailed follow-up with the thirty Massachusetts colleges and universities where students request their transcripts to be sent. An on-going process for monitoring future student transfer activity will be implemented.

SACRAMENTO CITY COLLEGE

Sacramento, California
Project Director: Barry Tucker
Telephone: (916) 449-7244

BACKGROUND INFORMATION

A recent study shows that only one-third of Sacramento City College (SCC) students are traditional 18-21 year-old full-time students. A larger percentage are older, typically part-time, who must work while attending school. Minority students are more likely to be overrepresented in this "non-traditional" group. To increase student awareness and desire to attend college, a junior high school program was established three years ago which has brought over 3,000 eighth grade students to the college to inform them about academic offerings, especially in science and mathematics. Two years ago, SCC also began a formalized articulation project with the Sacramento City Unified School District. Assessment testing began on a pilot basis with juniors in the high schools, and faculty members for each sector have met and agreed on specific courses to articulate from high school to college. A new student orientation process conducted by counselors and trained peer assistants was designed to assist students in selecting classes and adjusting quickly to college life. While not mandatory for college attendance, the program allows those who participate to register on a priority basis.

All students enrolling in nine or more units are required to take assessment tests. Results indicate that assessment and proper placement have dramatically decreased the attrition rate. This program has been replicated in many colleges in California. SCC has also implemented a Learning, Assessment, Retention Consortium which has grown from 15 to 70 colleges within one year. The primary aim of this consortium is to increase student success in college by working cooperatively with other two and four-year colleges to establish uniform assessment and placement methods. Between 60 - 70% of these students intend to complete a baccalaureate or higher degree, but the current transfer rate indicates these goals are not being fulfilled.

ASSESSMENT

The SCC testing program eliminates duplication of testing and promotes a smoother transition from high school to college in the areas of reading, composition, ESL, mathematics, and science instruction. At present, upwards of 80% of entering freshmen are tested for course placement purposes; however, the instruments are not suitable for diagnostic purposes. They do not assess a student's ability to succeed in specific areas nor provide the student with information about how a specific academic skill might correspond to a particular career. Using the information from assessment tests and from the SCC student information sheet, the Transfer Advisor administers both a comprehensive aptitude test and a career interest test to project students. Besides receiving

counseling, students participate in sessions for test interpretation and discussion of their test results.

TRANSFER INFORMATION

Program students are enrolled in a special course, *College Success,* coordinated by a counselor, assisted by the Transfer Advisor. This course features an integrated team approach using guest lecturers selected from the two local receiver colleges and representatives from the local business sector. Lecturers are selected who present a positive role model to the students. The topics covered in the course include building study, listening, and note taking skills, career exploration, requirements and options at the four-year receiver colleges, library usage, and time budgeting.

VISITS TO FOUR-YEAR COLLEGES

Field trips to the local receiver colleges occur at least twice per semester. The students are given guided tours at the campuses and receive information about campus life, admissions, financial aid, housing, extra-curricular activities, and transfer requirements.

SAN DIEGO CITY COLLEGE

San Diego, California
Project Director: Mary Decker
Telephone: (619) 230-2400

BACKGROUND INFORMATION

San Diego City College's student population is 57% minority including Blacks, Hispanics, Pacific Islanders, refugee Southeast Asians, and Filipinos, the traditionally underrepresented groups at four-year postsecondary institutions. During the past few years the college has increased its emphasis on vocational education, while decreasing the emphasis on general education. There has also been an increase in basic skills courses, placement testing for mathematics and English, courses at off-campus sites, and short-term courses of four-six weeks.

Coordination of the curriculum within the California State University system has also been undertaken. Some of the problems encountered during this time have included: (1) students are less well prepared academically, (2) the drop-out rate is more than 50%, (3) there is an increasingly diverse student body, (4) the number of students scoring very low in the mathematics placement tests is increasing, and (5) there is a decline in the number of students transferring to four-year institutions. The transfer rate for City College has declined more than it has for any other community college in the state (26% decline).

At City College the Transition Project studied a small population of selected students for two years to determine the barriers they experienced in successfully transferring to four-year schools. The findings indicated that many students lacked appropriate academic preparation for upper division work. In addition, since many of the students were first generation college attendees and were older than the traditional student, personal support was critical. Adequate planning for financial aid was also a problem for many transfer students.

IDENTIFICATION OF TRANSFER STUDENTS

There are two levels of participation in the For-Trans Project (the college's Ford Foundation Project). Project staff identified 1,500 potential participants during admission using the following criteria: (1) underrepresented minority status, (2) eligibility for college-level English classes, (3) intent to transfer, as indicated on application, (4) GPA, (5) enrollment in a transfer major, and (6) referral from the Student Opportunity and Access Program (SOAP). The identified students were then mailed an invitation to the first For-Trans workshop. Out of the 1,500 students invited, 354 attended. During the first workshop, students had the opportunity to volunteer to participate in the For-Trans pilot program.

TRANSFER INFORMATION

Large group workshops present information about transfer and about the

For-Trans pilot program. The smaller pilot group of 125 students receives greater personal and counseling support. Local four-year colleges sent high level representatives to talk to For-Trans project students about their institutions. Following this meeting, a series of counseling workshops was offered to help students clarify their goals, prepare applications for four-year schools, and then apply for financial aid. Forty-seven students attended these workshops.

STUDENT FOLLOW-UP

The Student Information Form (Astin, Hemond and Richardson, 1982) is being administered to 250 program students to obtain a profile of the For-Trans project participants. The form helps to identify student needs and provides baseline data for an on-going comparison of the different students coming to City College. For-Trans staff will use the results to describe students to staff at both City College and four-year colleges. Use of the form will also allow comparison of City College students with national norms and will enable staff to identify characteristics of successful transfer students.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

The City College core staff is taking the leadership in changing the academic program to improve articulation with four-year institutions. The Vice Chancellor for Undergraduate Affairs at the University of California, San Diego, and the Dean of Students from National University have pledged support for joint faculty workshops as have City College's academic senate and department chairs. A core of representative staff from the six schools of City College are working with four-year faculty to prepare joint workshops that focus on the academic requirements and preparation students need when transferring, the varying options for students within disciplines, and on different career opportunities. City College staff participate in the workshop sessions. These workshops will be organized by departments, will be relatively small, and will provide particular support to the special needs of the individual students in the major.

STUDENT SUPPORT GROUPS

Student Partnerships

The partnership program pairs incoming City College students who are likely to transfer with an upper-division student at a four-year university. City College is a member of a consortium which already has identified successful transfer students who come from the community colleges. The consortium assists in the selection of such upperclassmen to provide support for the City College students.

Peer Advisors

Peer advisors, selected by the out-reach programs at local university campuses, are available for transfer students. The local four-year schools have sizable peer advising programs that train students to assist in the orientation of the students that City College has identified as potential transfers.

SOUTH MOUNTAIN COMMUNITY COLLEGE

Phoenix, Arizona
Project Director: Kenneth Roberts
(602) 243-6661

BACKGROUND INFORMATION

South Mountain Community College was established by the Maricopa Community College District Governing Board in March, 1978 as the seventh college of the nation's third largest community college district. The college was commissioned to provide higher-education opportunities to the previously underserved minority and low-income residents of southern Phoenix, Arizona.

The college offers three separate degree options and several certificate programs. Enrollment at the college has increased approximately 16% each semester since 1980; 1,800 students were registered for courses during the 1983 spring semester. The demographics of the student population indicate the college is serving a young minority population. This past academic year 42% of the students were Hispanic, 35% were Black, and 1% were Native American. The overall demographic composition of the community is 36% Hispanic, 24% Black, 38% Anglo, and 2% Native American.

South Mountain has in place a number of transfer degree options in general education fields, including humanities, mathematics, science, and social sciences. The college also offers occupational majors. In addition, the college offers a basic skills program that is competency-based and presented in a modular format which can accommodate a wide range of student needs. The college also offers an honors program which provides accelerated instruction and activities designed to extend course content beyond that of typical transfer level courses.

ORIENTATION

The community college orientation program is designed to facilitate the entry of minority students to the college and to provide them with clear descriptions of the requirements and demands that will be placed upon them. Students were selected for this program who were new to the college, who had indicated a transfer major, and whose test scores qualified them to enroll in the 100 level courses. (100 level courses are not remedial and do transfer to four-year institutions). In addition, faculty were asked to identify those students who were moving from the basic skills program into transfer-level courses. These selected students were invited to participate.

Approximately 40 new and qualified continuing students attended a two-week orientation program prior to the beginning of the spring semester. The orientation program includes a specially designed counseling course, attitude and learning style assessment, and extensive familiarization with the college's facilities and resources. To encourage participation, students in the program are given the opportunity to register early for their classes, and the tuition for the orientation program is provided by the project.

FACULTY MENTOR PROGRAM

To identify likely participants in the Faculty Mentor Program, faculty were asked to nominate students who had an interest in transferring to a four-year college or university and who had completed at least one and preferably two semesters at South Mountain with a C grade average. The program was explained to these students, and those who were interested indicated their preferred faculty mentor. Faculty, in turn, had the opportunity to accept the student or to recommend that the student work with someone else. Thirty-two students are involved in this program to date.

Faculty who participated in the attitudinal and learning style assessment employed in the initial orientation programs can volunteer to become mentors. They are provided with a stipend for each student they work with. Each faculty member can work with a maximum of five students. In addition to monthly group meetings throughout the semester, the mentor meets with each student a minimum of one hour per week.

Mentors provide their students with information about university programs, entrance and course requirements, and career options. In addition, each mentor develops activities individually tailored to meet each student's unique needs and interests. The mentor is encouraged to utilize contacts in the community and also to establish a working relationship with a fellow faculty member at Arizona State University (ASU) to facilitate the student's eventual transfer. Mentors receive a tracking package for each of their students that includes the results of student assessment, the student's class schedule, and any other relevant information. The project staff is also developing a bank of suggested activities and likely contacts in the community that the mentors can draw upon for use with their students.

UNIVERSITY ORIENTATION PROGRAM

A two-week program orients students to ASU and assists in the transition from the community college to the university. About 40 students who plan to transfer to a four-year college or university during the next academic year are recruited for this program. Many of these students participated in the mentor program. Additional students are recruited by project staff and faculty. Students need only to have immediate transfer plans and need not be in their fourth semester at the community college.

The orientation program includes seminars in time management and personal budget management, tours of university facilities, contact with university financial aid personnel, and a credit course titled *University Adjustment and Survival*. In addition, students are encouraged to complete the university registration and financial aid application process.

INTER-INSTITUTION COURSE

University Adjustment and Survival is now under development. It will be taught by ASU faculty on the South Mountain campus, and tuition for the course will be provided by the project. Students receive three hours of ASU

credit for the course which will be offered during the summer session at South Mountain. The summer session courses are five weeks in duration. Only those students participating in the University Orientation Program will be eligible to register. The course will include test-taking, time management, study skills, and tours of university facilities. The course will be supplemented for those students who plan to attend schools out-of-state, or other universities within Arizona.

STATE COMMUNITY COLLEGE

East St. Louis, Illinois
Project Director: John Cobb
Telephone: (618) 274-6666

BACKGROUND INFORMATION

State Community College during the last three years has experienced a precipitous decline in its institutional resources. The college does not receive local support from taxes because of the poor economic status of the district. However, the college is moving towards self-sufficiency.

The college enrollment, currently 1,409, has declined 40% in recent years. Over 99% of the student body is minority. The lack of academic and support services for transfer students has caused the attrition rate to increase. Thirty-four percent of the students are readmittances. (The decline in the number of degree graduates is associated with the need for students to obtain employment.)

ACTIVITIES WITH FOUR-YEAR INSTITUTIONS

Project participants enroll in one course at Southern Illinois University (SIU) while concurrently enrolled in State Community College. This activity minimizes problems and decreases anxieties associated with the transition from the community college to the senior institution.

In addition, State Community College is developing an off-campus internship/practicum experience with SIU for the purpose of increasing student awareness of current automated equipment use, software technologies, and material innovations essential to the student's academic preparation and career success. These experiences provide practical business experiences, the proper work ethic, and allow for the integration of classroom theories to be used in the setting to which the student will transfer.

TRANSFER INFORMATION

The college will provide a comprehensive Resource Library that includes video-taped class lectures of instructors at SIU, and of interviews with administrators, and personnel from various departments, and with students. The library also houses tapes of workshops, conferences, and seminars and reference books, materials and supplies related to the transfer function. Students find out about the resource library through the counseling department as well as through the Project Director and the Dean of Students/Counseling Services; also, each instructor in the Career Decision Making (CDM) classes informs students of the resource library. A brochure is being designed to be used as a recruitment document and marketing device.

In addition, the Project Director/Counselor is developing a Transfer Handbook for use by State Community College students who transfer to SIU in the business, computer science, mathematics, and science programs. The

handbook will be a step-by-step guide for admissions into SIU, identifying admissions requirements, departmental requirements, and institutional resources that will assist the students in obtaining a degree.

The Project Director is also developing a Transfer Advisement Manual for use by State Community College's faculty and staff who assist students with transfer to SIU. Initially, the manual will focus on the business, computer science, and mathematics programs. Ultimately, this manual will focus on advisement for all programs offered at SIU.

HONOR SOCIETY

State Community College is organizing a Society of Ford Fellows spearheaded by the Project Director/Counselor and two former Ford Fellows who reside in the East St. Louis community. This activity will broaden the program participants' academic, social, cultural, and intellectual encounters. This activity will also provide role models from business and the community.

The first annual induction of the Society of Ford Fellows was held on April 8, 1984. Each inductee received a pin and signed an oath to be inducted into this scholarly group by the Project Director, a Ford Fellow. This organization has the backing of the college administration and the Board of Trustees. The Society is comprised of the thirteen project participants and two former Ford Foundation Fellowship recipients who graduated from State Community College in 1971. The Society of Ford Fellows is a duly constituted organization in the college and is eligible to receive student activities funding.

WEST LOS ANGELES COLLEGE

Culver City, California
Project Director: Robert N. Williams
Telephone: (213) 836-7110

BACKGROUND INFORMATION

West Los Angeles College is part of the ten-college Los Angeles Community College district. Established in 1969, the college is located in the Baldwin Hills, adjacent to Culver City. In the fall of 1983, the college's enrollment was 8,921. Of these, 53.3% were Black, 30.5% White, 6% Hispanic, 5.9% Asian, 1.1% Filipino, .7% American Indian, and 2.5% other. The total minority population is 69.5%. Last year, several projects were implemented to improve the quality of services provided to transfer students. The first project, initiated by the University of California at Los Angeles, was a writing skills workshop designed to help English teachers help their students improve their writing. This was followed by similar writing skills workshops for teachers in other subject areas. The second project, also in conjunction with UCLA, was the interview and survey of students who had transferred to the university. This survey identified problems transfer students had encountered, and what the college might do in the future to alleviate these problems. Finally, in the fall of 1982, West Los Angeles College launched the first honors program in the Los Angeles Community College district. New programs for honors students will be expanded to include the general population of transfer students.

The successful transfer of students to four-year schools is inhibited for several reasons. Emerging students are generally ill-prepared both academically and attitudinally for college work. Many West Los Angeles College students come from social environments which are unsupportive or even antagonistic toward higher education. In addition, problems originating in the communities in which the students live create barriers to education. For example, the high crime rate in some communities makes commuting to and from the college unsafe. The economic difficulties faced by many students also make it difficult for them to continue to afford an education.

Because minority students may have few friends or family members with whom to form a grapevine for information for information sharing, students do not always receive or appreciate the importance of receiving adequate transfer information. Students are frequently reluctant to seek advice from a counselor since their high school counselor was often perceived as a disciplinarian.

IDENTIFICATION OF TRANSFER STUDENTS

Transfer students are identified using the current college entry assessment program. An entry level examination is now required of all students. This examination is used to place students in appropriate remedial level course work when necessary. Assessment also includes teacher/counselor/administrator recommendations, test scores, scholastic history, and information

about the students' personal ambitions. In addition, baccalaureate oriented high school students at three ethnically diverse feeder schools are participants in the program. Between 32-40 high school students in the eleventh or twelfth grades who meet the basic educational requirements and are committed to receiving a baccalaureate degree have been selected.

PEER COUNSELING

In order to reduce "scholastic shock" that students often encounter when faced with college requirements that include demands in reading, writing, listening, study skills, and time management, student mentor/counselors are used to provide students with support. Students from the UCLA honors program were selected to be mentors on the basis of their overall GPA, their group leadership experience, and their interest and enthusiasm for the program. They work with West Los Angeles College transfer students. At the same time West Los Angeles college students are mentor/counselors for selected high school students. A one to two week training program is provided for the mentor/counselors. The training highlights how to provide students with articulation information, familiarizes mentors with the social, psychological, and behavioral patterns of their students, and provides ways to achieve success. A college counselor oversees and meets regularly with the mentor/counselors. The mentor-to-student ratio should not exceed 10 to 1 or the effectiveness of the program begins to deteriorate severely. Ideally, the mentors operate on a 5 to 1 or a 6 to 1 basis. This allows for maximum individual contact and record maintenance. Mentors meet with their students once a week, and telephone them at least once per week.

CURRICULUM DEVELOPMENT

West Los Angeles College is developing a new pilot general education core course for transfer and honors students. Last year an interdisciplinary honors course, *Philosophy, Physics* and *Science Fiction* was developed to strengthen the analyzing, integrating, and synthesizing skills that are essential to student success. The new course, developed by several faculty members, builds on the experiences gained in the honors program. It is primarily designed to improve skills in the integration of different fields of knowledge to enable students to apply that knowledge to various types of problem-solving. The ability of students to handle complex problem-solving has declined in recent years as has the ability to integrate and utilize knowledge from a variety of fields. The course will be interdisciplinary, involving social, behavioral, and biological sciences, and will emphasize the application of an array of problem-solving techniques to broad problems of the present day. These instructors will team-teach the course.

INDEX

Activities with Four-year Institutions
- *Buddy System 31*
- *Concurrent Enrollment 53, 61*
- *Curriculum Review 15, 22, 29, 36, 41, 53*
- *Inter-institutional Course 31, 59-60*
- *Student Site Visits 15, 31, 36, 49, 55*
- *Workshops for Faculty/Counselors 21, 36, 46, 57*
- *Workshops for Students 14*

Activities with High Schools
- *Advanced Enrollment 20*
- *Curriculum Development 22*
- *Presentations to High School Students 19, 24, 32*
- *Student Visits to Colleges 20, 33*
- *Transfer Information 24, 32-33, 42*
- *Workshops for Faculty/Counselors 14, 20, 33, 42*

Articulation Agreements
- *With Four-year Institutions 12, 14, 20, 21, 22, 26, 29, 36, 38, 41, 46, 52, 57*
- *With High Schools 14, 22*
- *With Historically Black Institutions 14, 21, 35, 41*

Assessment
- *Academic 23, 54*
- *ASSET 24, 45, 47*
- *Career Interests 11, 23, 54*
- *Student Information Form 57*
- *Transfer Information 35-36*

Block Scheduling 12, 17

Business Community Involvement
- *Co-op Education 38*
- *Curriculum Development 20, 38*
- *Student Scholarships 20*
- *Work Study 25*

Computers
- *Career Information 11, 30*
- *Computer Skills Course 27*
- *Degree Requirements Checklist 28*
- *Interactive Video-tape 12*
- *Tracking System 21, 23*
- *Transfer Information 21, 26, 46, 50*
- *Writing Instruction 12*

Counseling
- *Applications 21, 33, 57, 59*
- *Career Counseling 11, 25, 32, 54*
- *Individual Advisement Plans 23, 25, 30, 50, 64*
- *Peer Advisors 21, 48*
- *Seminars 30*
- *Transfer Advisement 11, 15, 21, 30, 40, 42*
- *Transfer Officer 11-12*

Curriculum Development
- *Basic Skills 12, 44, 51, 52*
- *Competency-based Courses 15*
- *Honors Program 20, 29*
- *Integrated Courses 12, 17, 44, 64*
- *Inter-institutional Courses 31, 59-60*
- *Required Courses 15*
- *Study Skills 20*
- *Transfer Skills 29, 35, 37*
- *Transfer Tracks 22, 29*
- *Writing Across the Curriculum 12, 17*

Directory of Transfer Students 46

ESL Students 28-29

Faculty/Counselor Development
- *High School 20*
- *Community College 12, 17, 20*

Faculty Mentors 36, 48, 59

Honors Program
- *Community College Students 20, 29*
- *Secondary School Students 20*

Honor Society 62

Identification of Transfer Students 14, 16, 23 28, 30, 39, 44, 45, 47, 56, 58, 63

Instructional Technology
- *Electronic Handbook 11*
- *Interactive Video-tape 12*
- *Media Room 61*
- *Video-tape 31*

Orientation
- *Course 11, 25, 36, 42, 58*
- *Seminars 40*
- *University Orientation Program 59*

Recruitment of Students 19, 44

Scholarships 15, 20, 29

Student Follow-up
- *At Four-year Institutions 12, 53*
- *Monitoring 25, 28, 53*
- *Surveys 42, 50*

Support Systems at Four-year Institutions 49

Support Groups
- *Alumni Support Groups 33*
- *Buddy System 31, 40, 57*
- *Faculty Mentors 35, 48, 59*
- *Peer Support Groups 39-40, 48, 57*

Team Teaching 17, 44, 56, 64

Transfer Information
- *Computerized 26, 46*
- *Course 25, 27, 29, 35, 55*
- *Handbook 11, 15, 49, 62*
- *Seminars 40*
- *Video 61*
- *Workshops 56*

69

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